

£1m 'inadequate' for overseas students

by Sandra Hempel
Too little money too narrowly spread is how representatives of universities, colleges and students are describing the £1m award scheme for overseas research students, announced in the Commons this week by Secretary of State Mr. Mark Carls.

The award, provision for which was made in the Government's White Paper on education, will make up the difference between the fee for a home research student and that for an overseas student. It is limited to university students.

Selection will be made purely on academic merit, said Mr. Carls. Some 400 or 500 students are expected to benefit during the first year, beginning in September 1980.

The CDS currently recommends fees of £890 a year for home postgraduate students and £1,230 for overseas postgraduates. There are currently 9,493 full-time overseas postgraduates in Britain out of a total of 24,410.

Describing the scheme as elitist and inadequate, Mr. Rupert Bristow of the United Kingdom Council for Overseas Students Affairs said that what was needed was "total exemption from the new increases for students already in the UK education system, not just those in mid-course".

Also needed was a proper scheme of awards for students at all levels from the developing world, he said. "To exclude polytechnic post-

graduates is a particularly divisive and mean-minded decision."

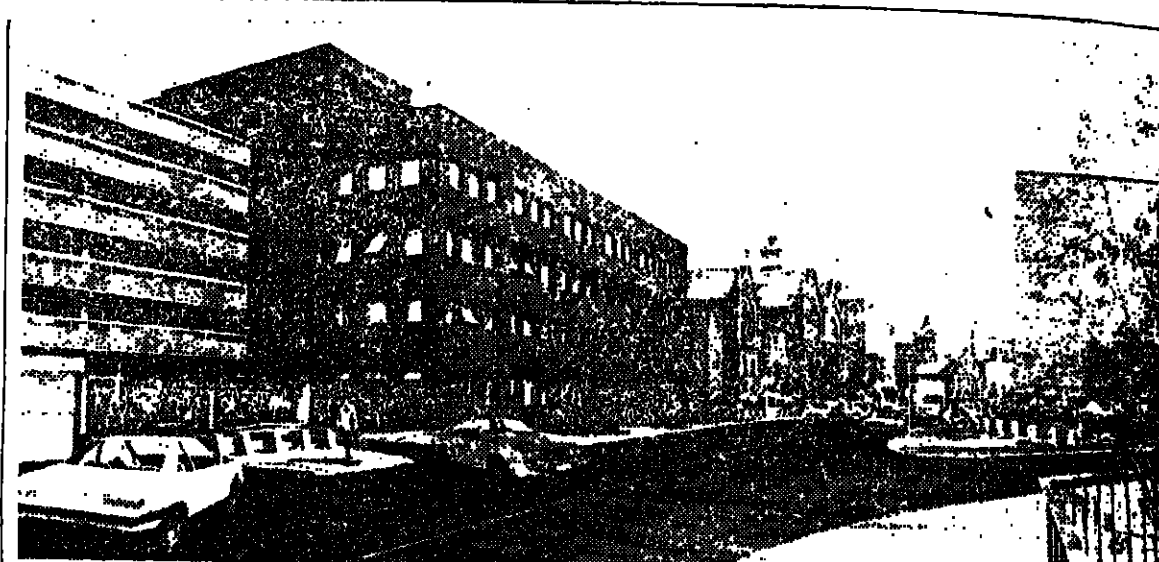
A scheme to help such a small number of students was not the best way to attract the most able research workers to Britain, according to Mr. Geoffrey Caston, secretary-general of the Committee of Vice-Chancellors and Principals. "It will do little to undo the harm caused by the Government's policy," he said. The committee has, however, agreed to administer the scheme.

The fact that polytechnics are excluded came as no surprise, said Mr. Peter Flowerday, secretary of CDP. "It was obviously the government's intention from the start but we are very concerned that research students outside universities should not be regarded as of no importance."

CDP is discussing the situation at a meeting next week but one of the problems, said Mr. Flowerday, is that polytechnics have no central funding body like the UGC.

"We can just make noises to the government. We have to make them to various local authorities as well."

"The other difficulty," Mr. Flowerday added, "is that if we argue for funds on a pro-rata basis with the university scheme the public sector means we are discussing a very small sum of money indeed."



An artist's impression of the new teaching block at Birmingham General Hospital. Work on the building is to be started early in 1980 and completed before the end of the year. It will be paid for mainly by the University Grants Committee with a contribution from the West Midlands Regional Health Authority. Throughout its 200-year history the hospital has had difficulty in fulfilling its teaching role because of poor facilities.

Worldwide protests plan against fee proposals

The AUT is organising a worldwide protest against the Government's proposals on overseas students' fees. The union has asked foreign teaching unions to contact British Embassies and High Commissions in their home countries, as well as the DES in London, pointing out the "great harm" that the policy will do to poorer students and to British universities.

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Boost for the jobless young

by Patricia Santinelli
Government approval for a vast expansion of the Youth Opportunities Programme, the training programme for the young unemployed, is to be sought by the Manpower Services Commission following the result of a summit meeting last week. The extra cost would be about £13m.

The commission has calculated that an increase of 20 to 25 per cent in the programme would enable it to take on more than 250,000 young people next year. This would mean an average of 100-150 filled places instead of 80-85,000 on YOP.

Its decision follows a report from the Special Programmes Board which predicts that in the light of a mild jump in total unemployment, based on the MSC's own economic projections, a massive rise in youth unemployment and particularly long-term unemployment will occur by 1980/81.

"We recommend that... which will get or lose their accreditation should no longer be eligible for earmarked funds," the report states.

At present, about £200m is spent on engineering education each year. The Finniston plan would add up to £40m to this bill.

Despite current constraints on public expenditure, this price must not and cannot be based. It may well imply the diversion of funds from other areas of education, or elsewhere in the public sector," the report adds.

On the thorny problem of registration of engineers—a process which indicates an engineer has achieved a minimum professional standard—the committee is clear this must be carried out by the new authority.

At present this is carried out by the registration board of the Council of Engineering Institutions. The board should be wound up and a large part of the CEI's activities curtailed, the report urges.

But on the question of licensing—the earmarking of specialist jobs for only authorised experts—the report is more vague. The committee is against a general licensing system but proposes a special scheme for consultant engineers, the details to be worked out by the new authority. Similarly those involved in areas of potential public hazard—such as nuclear installations, aircraft construction and mining—should only be suitably qualified, registered engineers.

Indeed the committee is hopeful that the quality of their proposed new registered engineers will be so high, that industry will ultimately recruit only these individuals.

To encourage the general adoption of this line, the Government, public bodies and nationalised industries should employ registered engineers. They should also put pressure on private firms supplying the public sector to do the same.

The final implementation of these proposals depends on the present government which may view the new authority—which can be described as an extended version of the present Finniston committee—as no more than another quango.

But remedial action is desperately needed. Britain's manufacturing industry, which generates 30 per cent of the nation's wealth and employs 32 per cent of the working population, is declining badly because it fails to make proper use of the innovative talents of its engineers.

"We cannot stress too strongly the need to meet change with change, nor can we over-emphasize how much engineering pervades activities in industry, the home and even in leisure through manufactured products and systems based on them," the committee states.

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Researchers fear law

by Robin McKie
Science Correspondent
Proposed alterations to employment legislation which would further erode the rights of short-term contract researchers at universities are now being considered by the Government.

The Conservatives want to increase the number of contracts by which scientists could be required to opt out of their redundancy rights. They also plan to extend the present six-month employment period required before a person can claim unfair dismissal at an Industrial Tribunal.

And with current legislation limiting the use of opt-out clauses to contracts of two-year periods or more, the Government would reduce the period to one year.

But these proposals are being strongly opposed by the Association of University Teachers. In a letter to the Department of Employment, the AUT urges that there should be a complete deletion of the provision for temporary lectures and research assistants, and that the proportion to the rights provided under the various acts of Parliament.

In areas of high unemployment or where jobs are scarce, the prospective employee finds that the opt-out provision or he does not obtain an appointment," the letter states.

If the government refuses to remove the redundancy provision, the AUT wants safeguards to be inserted into legislation to cover a series of short-term contracts in which they are forced to waive redundancy rights. Tribunals should be able to determine if the fixed-term nature of the contract was a genuine one, or if it was a device to avoid the provisions of the law.

Deputy general secretary of the AUT, Mr. John Akker, said universities were being pitted in forcing researchers to waive their redundancy rights. "The situation forces people to sign," he said.

"Some universities and medical schools are just exploiting the position because they know that the unemployment situation forces people to sign," he said.

Researcher temporary lectures and research assistants, and that the proportion to the rights provided under the various acts of Parliament.

NUS funds

continued from front page
posed two-part system possibly incorporating an element of voluntary membership for political activities undertaken by student unions, but any such proposal would be only the starting point for round the table talks.

Discussions chaired by Dr. Royson's predecessor, Mr. Gordon Oakes, came close to agreement on a proposal which would see the present system, both the Committee of Vice-Chancellors and Principals and the National Union of Students having declared their opposition to a two-part system.

Mr. Trevor Phillips, NUS president, said this was "a very important work with the vice-chancellors and the local authorities to reach a solution which satisfies all parties. We are, however, not prepared to accept anything which is forced on us."

A bill, sponsored by the Conservative MP, Mr. Nicholas Winterton, to give support for voluntary membership of the year and any new proposal would be bound to meet fierce opposition from students.

Poly charters

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very slight links with the polytechnic but they are extremely good and cordial. For that reason, we have an open mind on these ideas."

The charter proposals, circulated by the CDP, are designed to deflect criticisms that the polytechnics are seeking university status for its own sake. They contain special clauses designed to protect the polytechnics' traditional autonomy to participate in a sub-degree work. These include:

- A flexible pattern of courses giving students maximum choice between modes of attendance and methods of study;
- Priority for local needs which may otherwise not be met;
- The attachment of "due weight" to attitudes in work places and an emphasis on high level work and skills of vocational relevance.

The key clause in the charter is that the institutions have freedom to provide virtually any kind of education.

Only a few directors have approached their local authorities with the proposals.

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Labour revolt delays cuts

by David Jobbins
Cuts in education spending in 1980-81 in inner London are being held up after a revolt by Labour members of the Inner London Education Authority.

The authority's finance sub-committee decided this week to implement across the board cuts of £20m or 4.19 per cent of all education spending. Higher and further education was to bear a slightly lower share of the reduction of 3.85 per cent.

Now some Labour members have invoked a procedure which holds up a decision until next week's education committee can express a view on it.

The total saving in higher and further education was £4.9m, made up of £3m in deliberately sought cuts and £1.9m accomplished by pursuing existing policies.

The budget strategy makes major savings by severe restrictions on student maintenance grants. By reimposing a rule that students must have lived in the IEA area for three years rather than two before qualifying for a discretionary award, a saving of £552,000 is expected. A further £170,000 should be saved by cutting back on grants to art students on foundation courses, and £150,000 should be saved by tightening up on awards to students who already have acquired a qualification.

This is a compromise between the 3 per cent and 5 per cent cuts strategies suggested by the officers.

College teachers want more democracy

More democracy in college government is being demanded by the National Association of Teachers in Further and Higher Education.

In a policy statement, *The Future Development of College Governance*, the union calls for reforms in the structure of governing bodies and the number of ex-officio members of academic boards should be cut, and directly elected staff and student representatives should be increased, NATFHE says.

Janey Rees, NATFHE's education secretary, said: "The present situation is that teaching staff have little or no say in the college's development and the distribution of resources. Our proposals would contribute to a more coherent and more equitable spread of power which can only benefit the ultimate consumer—the student."

Another £31m for university grant

The university grant for 1979-80 is to be increased from £242m to £273m to reflect revised forecasts of pay settlements, it was announced on Wednesday. The DES hopes that this increase of £31m in the cash limit will enable delayed pay negotiations to be restarted.

NEXT WEEK

Maurice Peston on the IEA
Norman Lindop on 10 years of the polytechnics
Robin Blackburn on "Anglo-Marxism"
Geoffrey Hawthorn on Kolakowski
London medical schools: under the microscope
NUS conference preview
Teesside Polytechnic revisited

Autonomy lost under Finniston plan

by Robin McKie
Science Correspondent

Universities should be stripped of much of their autonomy in controlling engineering education. This is the most radical proposal of the Finniston report, the long-awaited blueprint for revitalising Britain's engineering and manufacturing industry, which is now being studied by Industry Secretary Sir Keith Joseph.

A copy of the report, scheduled for publication next year, has been obtained by *The Times*. It reveals a comprehensive programme of 78 recommendations for improving the country's engineering and its industrial use.

The principal mechanism will be the new Engineering Authority, a £10m-a-year independent body to run the registration of engineers, the monitoring of industrial training courses, the promotion of research and the general control of standards.

But its most controversial power will strip universities of some of their autonomy by allowing the scrutiny and accreditation of all engineering courses. Those that fail to come up to standard will be stripped of their right to award the proposed new degrees of BEng and MEng.

The new authority would also be given control of some university finances. The extra cash needed to implement the Finniston proposals—longer courses, more industrially trained staff and improved staff-student ratios—would be awarded for this purpose by the University Grants Committee.

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Blackburn left, Kolakowski right

Business of recruitment, US-style

by Clive Cookson
WASHINGTON
Manchester Business School has responded in an appropriately entrepreneurial fashion to the government's overseas fees policy. The director of its graduate course, Professor Eric Mumford, and the course administrator, Ms Barbara Kennerley, have been on a recruitment drive to the United States.

In five days this week they have been to seven leading colleges and universities on the east coast. The trip was inspired directly by the need to attract foreign students willing to pay the 1980/81 fees of £2,500 a year for the two-year MBA course.

Until now the business school, which is part of the University of Manchester, has restricted enrolment from overseas "quite severely", Ms Kennerley said. Only one or two Americans have been on the course, most of the foreigners are from western Europe or Asia.

But the school is now going all out to attract well-qualified people from abroad—it might take as many as 40 overseas students a year and expand the total enrolment from 70 to 100.

Professor Mumford said she was relieved to discover that their fees "didn't cause any shock in the United States".

The two women met deans, careers advisers and a few interested students at Harvard, Yale, Princeton, the University of Pennsylvania, Bryn Mawr, Georgetown and New York University. The object of the trip was to make initial contacts and put Manchester Business School on the map, not to recruit lots of students

on the spot. They found that some potential applicants did not know that Britain had any major business schools and others had serious misconceptions.

Mumford plans to set up a Manchester Business School stall next year among the American institutions competing for students at the MBA admissions forums held annually in New York, Chicago and San Francisco.

The groundwork for this first trip was laid by Mr. Colin Laycock, the placement and marketing coordinator at Manchester when he was in the United States last summer. Mr. Laycock's "media information" scheme showed him to be a master of American PR language. It begins: "In a sudden role reversal, a leading European business school is about to launch a student recruitment drive in the US."

But the universities' responses are riddled with uncertainty because nobody knows how the proposed increases for overseas student fees, which will operate from 1980, will affect the market. Some fear that they will lose up to 50 per cent of their overseas students contingent.

Just under a half of the expected number of candidates for 1980 university entry have now applied and overseas applications are down by 11 per cent. The Universities Central Council on Admissions says it is likely that at the end of the year the total will show an even larger decrease.

The London School of Economics has told the UGC that their student numbers could fall from anything between 29 and 35 per cent over the next four years if the worst fears are realized.

Strathclyde University has told the UGC that none of the three models posed is acceptable, although in the first, a two per cent growth in the rates.

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Drastic drop in admissions

by Ngalo Crequer
Admissions to some universities over the next four years could fall by anything from 10 to 35 per cent, the worst projections about funding are realized.

These are the stark figures being put to the University Grants Committee by the universities in their response to the committee's letter of October 15. The UGC posited three different financial projections, two per cent growth, level funding or a reduction of five per cent and asked for estimates of student numbers for the quadrennium 1980-81 to 1983-84.

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Censorship storm over ban on 'political' lecture by Benn

by John O'Leary

Sir Alec Merrison, chairman of the Committee of Vice-Chancellors and Principals, is accused in a pamphlet published yesterday of "blundering into censorship" in banning a lecture by former Cabinet Minister Mr Tony Benn from Bristol University campus.

"The pamphlet, *Free Speech for All?*, published by the Campaign for Academic Freedom and Democracy, contrasts the treatment and subsequent Press coverage received by Mr Benn with that received by Sir Keith Joseph when students prevented him speaking at the London School of Economics in April, 1978.

Dr Philip Schlesinger and Professor John Griffith, both members of the CAFD executive, conclude that both incidents represent "deplorable infringements of the right of free speech in the university." But they accuse academics, politicians and the Press of a lack of even-handedness in their treatment of the two.

In the first incident, when Sir Keith Joseph was prevented from addressing the LSE Conservative Society after refusing to sign a "Union" extensive press coverage, including the authors say, generalised attacks on students and ques-

tions about their grants—followed. A return visit, at the invitation of Professor Ralph Dahrendorf, director of the LSE, received "massive coverage".

The attitude of Professor Dahrendorf in chairing an explicitly political meeting and of the press in condemning the restriction of free speech is contrasted with opinions surrounding Mr Benn's exclusion from Bristol University School of Education's open day last July. Then the political nature of Mr Benn's intended remarks were cited as the reason for calling off his lecture.

Mr Benn accepted an invitation from Mr Fred Inglis, reader in the School of Education, to give a talk entitled "Democracy" but this was eventually withdrawn on the instructions of Professor Boris Ford and Sir Alec Merrison, the Vice-Chancellor, after the lecture had been advertised as "Democracy and the Premier." Mr Benn gave his talk outside the university.

The authors say that if Mr Benn's subject was considered irrelevant to the occasion, as Sir Alec said in a subsequent letter, the matter should have been discussed apologetically since the invitation had been extended and accepted and, if necessary, an alternative university occasion found for the lecture.

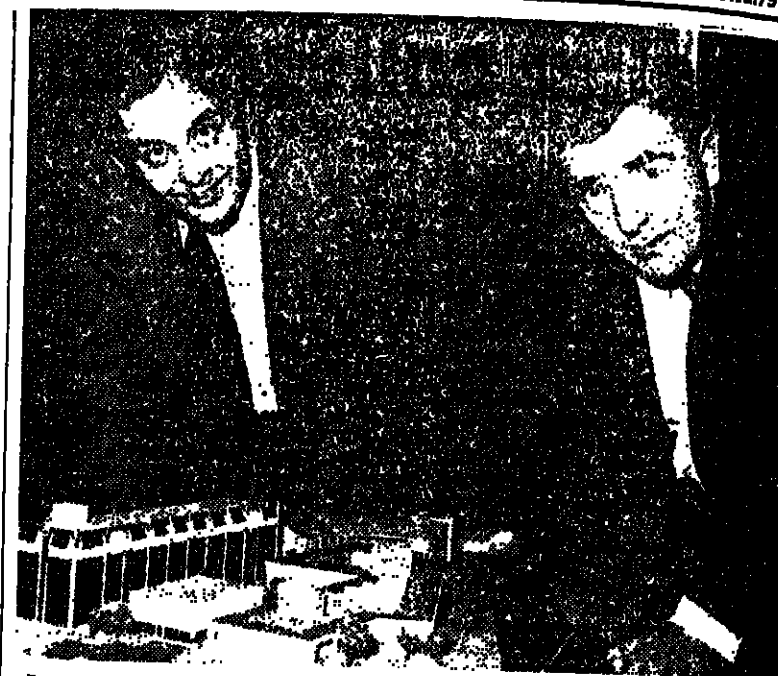
Instead, they say, a straightforward ban was instituted. But press coverage was limited and the incident was interpreted as a misunderstanding.

"It is worth noting that not a single political or academic figure was prepared to speak out in Benn's defence, whereas a cause célèbre, the arbitrary actions of a vice-chancellor seem to be above criticism, whereas the ill-judged actions of students, having identical effect, are a fit subject for instant approbrium," the pamphlet concludes.

The two cases invite comparison of the kind made in the pamphlet, although the circumstances of Mr Benn's exclusion were somewhat complex than that of Sir Keith. It is, perhaps, unsafe to make sweeping generalizations about journalists or academics' attitudes towards the Left or Right on the basis of two incidents which inevitably posed their own problems for those commenting from outside institutions.

Mr Benn is to be the guest speaker at the annual meeting of CAFD, to be held at the LSE on December 15.

Free Speech for All?, by Philip Schlesinger and John Griffith, (Campaign for Academic Freedom and Democracy, 50p.)



Latest contender in the high-power computer stakes is Lanchester Polytechnic. A £500,000 Hercules 500/800 computer system is to be housed in the semi-circular two-storey centre at the rear of the model pictured above with senior tutor Peter Haine (left) and computer manager Keith Normington.

NATFHE adds fuel to colleges power struggle

by Sandra Hempel

The long-running debate about power in colleges and who wields it was fuelled further last week by the publication of the National Association of Teachers in Further Higher Education's latest policy statement, *The Future Development of College Government*.

Predictably, NATFHE wants greater democracy in the way colleges are run, both at governing and managerial level. The statement was prompted by the present round of cuts which means, according to NATFHE education secretary Janey Rees that 15 per cent of course time and 20 per cent of final assessment marks should be allocated to art history and complementary studies.

But in a letter to polytechnic directors and college principals the CNAA makes clear that the revision does not mean that changes in existing approved courses should be made.

But it agrees that institutions may wish to make changes and states that "in all cases CNAA approval." "In all cases the CNAA will normally expect to be associated with the relevant theoretical, historical and other appropriate studies which will encourage the development in students of an ability for clear communication and logical argument, and which should include a study of the history of relevant subject areas within art and design," the letter says.

While CNAA is effectively doing its utmost to ensure that the National Council for Diplomas in Art and Design in 1974. The course validations taken over as part of the merger became the only ones in the UK armoury specifying that certain study must be included.

The effect of the decision is that the CNAA is now open to course proposals which do not include a theoretical component.

"The place at Middlesex Polytechnic, among those taking part in the CNAA panel on art and design, Dr Alex Potts, of the University of East Anglia, and Mr Jon Thompson, of Goldsmiths College.

Meanwhile, teachers in Surrey were fighting possible redundancies at West Surrey College of Art and Design.

They were sending representatives to the county council this week to discuss plans to reduce the teaching force of the college from 108 full-time equivalent posts to 85—a loss of 21. But, said one source, "the real cutback, because many staff are part-time."

Correction
Lord Hailsham, the Lord Chancellor, has not been asked to help the Polytechnic of Central London receive an ancient charter, as stated in the *THES* last week. Lord Hailsham is a member of the polytechnic's governing body, but has not been formally appointed to the scheme.

being determined by people with no knowledge of education, according to Janey Rees.

The proposals come at a time when the whole question of control under debate, said Ivor Widdowson, of the Council of Local Education Authorities.

"The degree of control exercised by I.E.A.s varies greatly. Some are content to approve formally the budget set by the institution while others have every decision referred back to them and there are varying degrees in between."

The association wants the governing body to be responsible for policy-making and monitoring the progress of policies. It should not become too involved with day-to-day administrative and financial matters. These would be the job of the academic board which would make recommendations to the governing body about revenue estimates, capital expenditure and staffing establishments.

The main powers of the academic boards should be determining academic policy, including the balance of courses within the college and methods of teaching and assessment, overseeing its implementation and advising the governing body on the budget.

NATFHE calls for more democracy in the constitution and working of both governing bodies and academic boards. It says that at least a quarter of elected members should be from non-teaching staff, while its other members would be elected from non-teaching staff, students, the local authority, trade, industry, commerce, the professions, the community, etc.

The NATFHE policy is not a call for the abolition of all college principals, some of whom are members of NATFHE. Martin Roiser, of Rank and File believes that the policy emphasises the divisions between principals and those further down the teaching hierarchy.

Immigration rules feared

Proposed new immigration rules for overseas students would do nothing but damage race relations and Britain's standing abroad, Mr Trevor Phillips, president of the National Union of Students, said last week in a letter to Mr Timothy Rix, Minister of State at the Home Office.

The proposals have already been condemned by the Federation of Conservative Students as "horribly stupid" and they came in the wake of criticism at last weekend's meeting of the Scottish Council of NUS which described them as racist and called for their withdrawal.

Mr Phillips told Mr Rix that NUS was concerned about the impact of the broad-based rules on students moving from courses to courses and the new stipulation demanding regular attendance on courses. He also demanded clarification of the new rules dealing with proof of accommodation.

lead to a great reduction in the number of bogus students in the United Kingdom, he said.

"This problem has been exaggerated out of all proportion" he said. "The only major effect these proposals would have would be to increase the harassment and hardship that overseas students suffer from in this country."

Mr Phillips added that instead of moving towards a more humane policy, the Government was intending to make overseas students feel more unwelcome.

North American News

Colleges enlisted in Carnegie attack on 'the youth problem'

from Clive Cookson

Higher education in general, and community colleges in particular, should take on far more responsibility for youth as a whole, including young people who do not want to go to college.

That is the view of the Carnegie Council on Policy Studies in Higher Education, expressed in a wide-ranging new report entitled "Giving youth a chance." This 332-page survey takes a comprehensive look at the United States "youth problem"—and knocks down some common misconceptions in the process. It is the penultimate report from the influential Carnegie Council, which will be dissolved when its chairman Clark Kerr retires in January.

The recommendations for community colleges play a bigger role than the failure of American secondary education, especially the "highly monolithic high school and its deadly weekly routine." As the report says, "high school is an alienating experience for many young people, and like a prison—albeit with open doors—for some."

High school drop-out rates remain substantial (23 per cent overall, 35 per cent for blacks, and 45 per cent for Hispanic pupils), and 20 per cent of those who do finish school leave with major deficiencies in verbal and numerical skills.

The Carnegie report therefore urges community colleges (which already provide technical training, academic programmes equivalent to the first two years of an undergraduate course, and non-academic offerings for the local community) to take on a new role.

"It would involve being available to all youths in the community

to advise on academic and occupational opportunities, to offer job preparation classes, to make job placements, to work out individual combinations of employment and classroom instruction, . . . to make referrals to service opportunities, employment and sources of legal and medical advice, and to refer to and to create apprenticeship programmes." In areas lacking a community college, four-year colleges should be given these "youth service functions" instead.

Of course, this new role would require colleges to recruit additional specialist staff and build extra facilities. The necessary finance—hundreds of millions of

dollars a year—would come partly from increased federal and state government expenditure and partly by transferring existing vocational education funds from high schools to the colleges.

Government policy has concentrated much on youth unemployment, which "has been exaggerated in the recent past," the Carnegie Council says. "This exaggeration has caused undue attention to unemployment as the problem of youth, when there are, in fact, many problems and some

What American 16-21 year olds were doing in 1978.

Activity	Per cent
Employed	40.6
Unemployed	37.7
Homemaker	6.1
"Out of everything"	5.8
Armed Forces	2.9
Under institutional care or confinement	1.0
Unable to work or go to school	0.2

Official unemployment statistics exaggerate the problem because their base excludes military personnel and students who are not in the workforce. Recalculating the Government's figures, the Carnegie report concludes that 6 per cent of the 16 to 21 age group is unemployed, and only 1.3 per cent could be regarded as long-term unemployed. Unfortunately, this small percentage tends to be concentrated in the urban ghettos.

Perhaps more of a problem than unemployed youth are the 5.7 per cent of the age group—about 1.5 million young people—who have, as Dr Kerr puts it, "opted out of society." This miscellaneous and mysterious "out of everything" category consists of youngsters who are not students, not looking for work, not in the armed forces, not a homemaker, and not in prison or hospital. They include people who have given up looking for a job. If they ever started, and who are now living on "welfare" or off a life of crime. Also included are some who "may be in quite satisfactory situations, as for example in viable communes". Like the unemployed, better represented among minority races than among whites, these recommendations in the report would cost the United States Government \$1.4 billion to \$1.9 billion in 1980-81 and more as the 1980s progress.

But these rising expenditures should at least partly be offset by reductions in the social costs associated with drop-outs, juvenile delinquency, and school security measures, the council says.

Draft proposals revive memories of Vietnam

Growing competition between universities and colleges for a shrinking pool of potential students has long been a forecast for the 1980s. But educational leaders are only now becoming aware that their own competition for young men and women will be complicated because it is necessary to recruit an increasing proportion of the same age group—perhaps by bringing back the draft.

Even now, with America's population of 18 to 21-year-olds near an all-time peak, the forces are having trouble attracting enough volunteers.

Over the next six years the number of 18-year-old men will fall from 2.2 million to 1.7 million. In 1985, meanwhile, the force will be 400,000 people a year to maintain their current full-time strength of two million, and with direct combat roles still closed to women, the vast majority of new recruits will have to be men, although the army is trying to increase its female representation from 8 to 13 per cent by 1983.

Senator Sam Nunn of Georgia, the Senate's leading military manpower authority, has said that the services will have to recruit one out of every two fit and qualified men, either for active duty or for the reserves, by the late 1980s.

Since the recruiting problem became apparent at the end of last year, several bills have been introduced in Congress to restore compulsory national service in some form.

Student organizations have of course come out strongly against registration or any other form of conscription. On the national level, the United States Student Association has made opposition to the draft a major priority. Attempts to organize anti-draft demonstrations among students have had mixed success. Fewer than a hundred turned up for what had been billed as a mass rally against the draft in Washington recently, but up to a thousand students demonstrated against the draft at some universities, where they have been addressed by veterans of the Vietnam war protests.

University presidents are keeping

a low profile on this issue. One who has spoken about it in public is Stanford president Dr Richard Lyman, who told the student newspaper and radio station that the university should not take an official position on the broad questions involved.

But Dr Lyman said that if draft registration does resume, "The Government should deal directly with individuals and not use the university simply because it is administratively convenient to do so. We have ample evidence from the recent past that it is harmful to universities to be used in that way. That is an issue on which we can speak with authority."

So far the political debate has focused on the military need for conscription and whether the all-volunteer forces are working. There has been very little analysis of the possible effects on education.

The low educational achievements of today's army recruits are used as an argument by proponents of compulsory service, who say conscription would bring in better qualified and more intelligent soldiers and sailors. Two of the country's leading military sociologists, Morris Janowitz of the University of Chicago, and Charles Moskos of Northwestern University, have published an extensive study of all the volunteer forces which shows that they are attracting fewer and fewer high school diplomas and far fewer with post-secondary education than in the 1950s, even though the proportion of graduates in the age group has risen.

One third of today's army recruits failed to complete high school and only a few had any post-secondary education (compared to 14 per cent of volunteers in 1964). Quarter studies have shown that a quarter of recruits read at or below sixth grade (12-year-old) level.

Clive Cookson, North American Editor, The Times Higher Education Supplement, Editorial Press Building, Room 541, Washington DC 20045, Telephone: (202) 638 6765.

Anti-foreign television 'distortions' stir protests

A Canadian television programme alleging that overseas students are crowding well qualified young Canadians out of the country's universities has stirred a storm of protests from the academic community.

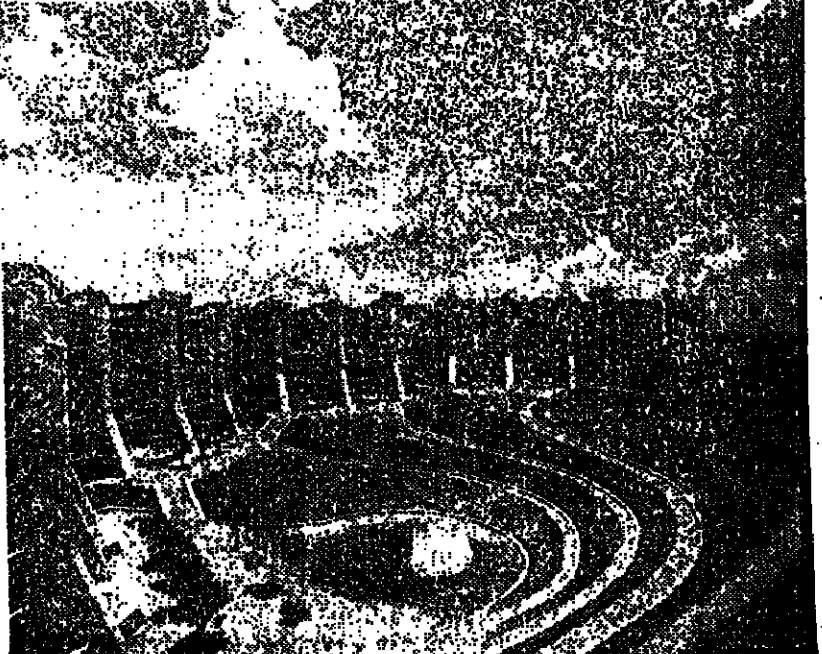
The offending programme was shown on the CTV network—the major commercial system, equivalent to British ITV. It is called *The Takeaway*. It claimed among other things that Canadians with high marks were unable to get places on engineering, pharmacy and medical courses because they were taken by foreigners, and that high technology courses (engineering, computer science) are foreign, while these courses are turning down thousands of young Canadians.

Individuals and organizations from all sectors of higher education—students, administrators and teachers—have attacked the programme's "gross inaccuracies" and "deliberate distortions" and "offensive assumptions".

For example Dr Alan Barn, president of the Association of Universities and Colleges of Canada, sent CTV a detailed letter refuting point after point in the programme.

He claimed that its assertion that Canada has 100,000 foreign students was highly inflated. Government statistics show that 27,000 foreigners are studying full or part-time at Canadian universities, and that in community colleges, vocational and secondary schools are included, the total could not be more than 55,000.

"The damage has been done," Dr Barn wrote to CTV. "Thousands of Canadians, having every right to expect reasonable accuracy in the coverage of their universities, are now being misled by your programme." He was also recently appointed chairman of a government committee looking at the entire question of higher education for South Africa's urban black population, a committee which has been considering the possibility of a black university in the strife-torn township of Soweto.



Rand Afrikaans University

Afrikaans construct a nationalist fortress

Peter David continues his series on South African higher education

In a city short of history, visitors to Johannesburg are invariably shown around the futuristic campus of South Africa's new Rand Afrikaans University. With massive concrete towers huddled in the pattern of a defensive laager of oxwagons, RAU symbolizes the fear and energy which pervade Afrikaans higher education policy.

While university education has rocketed since the Nationalist Party came to power in 1948. In 1930 university enrolment was under 20,000; by 1980 it is expected to exceed 80,000. In proportion to the total white population, university enrolment in South Africa is second only to that of the United States.

The Afrikaans universities have benefited most by the prodigious rate of expansion, both because they began from a lower base than their English-speaking counterparts and because of the ideological importance attached to higher education by the Afrikaans community.

Isolated from their cultural origins in Europe and bigger at what they see as a history of English cultural domination, the Afrikaans look to their universities to protect and promote their hard-won intellectual confidence and identity.

The RAU is a perfect example of the way Afrikaans universities play a political and ideological as well as educational role. Its campus is within walking distance of South Africa's most prestigious university, Witwatersrand, and it is a high technology courses (engineering, computer science) are foreign, while these courses are turning down thousands of young Canadians.

This is one of South Africa's main business, financial and cultural sectors. There was a need for another university to complement Wit. Furthermore, Wit had identified itself with a particular way of life which did not agree with the government of the day," says Professor Joseph Poolman, RAU's vice-rector.

The barriers of language and politics that separate nearby White South Africa from the black South Africa to the south are expressed in the extent to which the Nationalist doctrine of separate development applies to the white as well as the black population of South Africa. Wit, in a sense, of near-continuity with the old universities, is a community college, vocational and secondary schools are included, the total could not be more than 55,000.

Professor J. P. de Lange, dean of education, says: "Now that we have established our identity and self-confidence there has been an opening up of ideas. In the past a certain measure of isolation was thought necessary for Afrikaans culture to develop."

Professor Viljoen believes rapid growth of higher education for blacks is essential to cope with the "explosive" increase of black secondary school matriculates, but he clings firmly to the philosophy of separate development, and sees little scope for enrolling more blacks at the RAU.

"The experience of the highly selected and small group of black students who have entered white universities has not been good," he says.

But the very success of the Afrikaans universities has created peculiar problems of intellectual breeding. With only a small community of Afrikaans speakers to draw on, and no strong links with Europe or the United States, the disproportionately large higher education system faces serious dangers of isolation.

Professor J. C. Van der Walt, as head of the research committee at RAU, is acutely aware of these difficulties. He is very keen to avoid isolation, and so one of our main aims is to sponsor overseas visits by our staff. Therefore it is very important to improve the climate overseas," he says.

Holland is one of the most hostile countries from our point of view, and this comes as a shock because of our historical ties with the Netherlands. I believe many Dutch academics are simply afraid of the reaction of their students."

For far contact with overseas universities, as also raises a puzzle for Afrikaans: at what language to publish their research in? Many staff believe a publication in English would enable Afrikaans universities to gain better recognition abroad.

Professor Van der Walt says: "I believe we will begin to publish more in English, but there is a definite conflict. We also feel the university must something to the Afrikaans community and should publish in Afrikaans. RAU is seen as the Afrikaans counterpart to Wit and there is a gut reaction against publishing in English."

Professor Van der Walt is equally honest about the effect of its special political role on the university's teaching and research. Afrikaans universities have large social science departments but, he says, "they would find it difficult to do research in the social sciences in a very British academic style."

Because Afrikaans universities are generally politically in favour of separate development there is great attention to this subject. For example, we are doing a great deal of interdisciplinary research into the African homelands. But our research is aimed to make the homelands policy work, not question its validity.

Like the rest of the Afrikaans universities, RAU is an all-white all-nationalist university. There is a handful of black postgraduate students and fewer than 10 members of the teaching staff are black. Very few of the members of staff at RAU detect a change of attitude.

Dutch allocate £4m to start OU

from John Richardson

THE HAGUE Dr. Aris Pais, the minister of education, is pushing for a quick realisation of plans to set up a Dutch Open University. He sees the university as one of the means of stimulating renewal and reform in the higher education sector, the distinction between the high status scientific courses which are the responsibility of the 13 great universities and technical high schools, and the higher professional courses provided by the 400 small vocational colleges.

In a policy statement made to Parliament, the minister has announced the intention to create a special foundation charged with the task of preparing for the setting up of the new university, and a fund amounting to 13.4 million guilders (more than £4m) will be available for budget year 1980, increasing to 14.1 million guilders for 1981. The foundation must prepare a draft bill aimed at giving the uni-

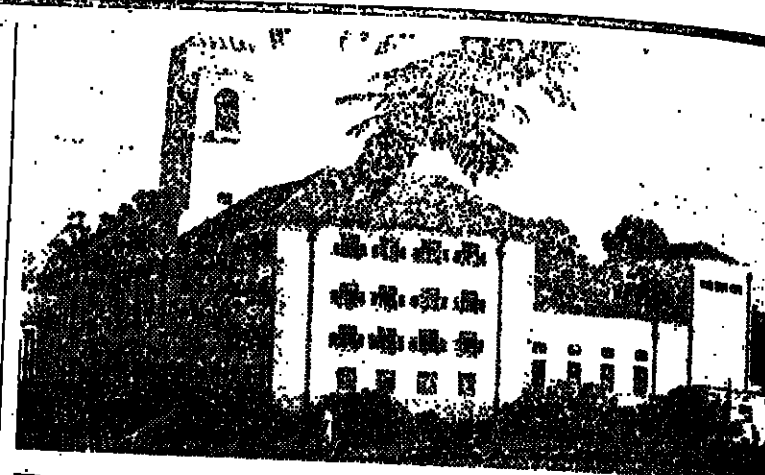
versity a secure legal base as quickly as possible. When full-scale operational levels have been reached, it is expected that the Open University will provide opportunities to study up to a first degree level equivalent to the qualifications to be awarded at the end of the initial four-year phase of the new structure for the minister. The Open University will have 20,000 degree students supplemented by 10,000 on short courses.

Four key ministerial policy objectives underpin the Open University plans: the provision of a second chance for adults in higher education, the offer of an alternative path through the tertiary sector, the stimulation of innovation in content as well as methods in the content of the country's binary sector, and the creation of a more efficient form of higher learning.

Admission will not depend on the possession of grammar school leaving diplomas, and the choice of study packages and timing of the learning period for the individual students will be flexible.

The study programmes will have to meet the conditions that they are vocationally useful as well as being a preparation for participation in the general affairs of society. The range of programmes will be gradually built up, with a start being made in Dutch language and literature, followed by natural sciences, technology, law, economics, education, and English.

It is likely that the administrative centre for the Open University will be located in one of the areas of higher unemployment, such as Limburg, the old depressed mining area in the south-east of the country. It is this battle of inter-regional interests is not yet over. The Ministry has promised to make its preference known in the near future.



British aid needed to help Uganda's war-torn Makerere

by John O'Leary

British aid, in the form of academic staff and resources, should be sent to Makerere University, in Uganda, delegation from the Inter-University Council has recommended.

Staff are needed urgently in several departments to enable the university to cope adequately with this year's enrolment of 4,200 students. Books, equipment and back-up services such as transport are also in need of replacement.

Although Makerere has suffered less than much of Kampala, the city has inevitably left its students with a sense of isolation. Two staff and two research students were killed and many more fled during the advance of the army. Some buildings were destroyed by rockets and others damaged by shelling. Much of the university's equipment was stolen.

The situation is worsened by shortages of funds. Makerere has experienced since its foundation in 1962. Teaching materials are in need of repair, and building work started at the beginning of the decade remains unfinished.

The IUC delegation, which consisted of Mr J. M. Theakstone, head of the Council's African division, and Dr C. E. Bevan, Principal of University College, Cardiff, accompanied by Dr M. Nisell, of the West

German Academic Exchange Service, found particular need for aid for the faculty of technology. This is presently housed in an uncompleted building of appalling design.

Five Britons are currently on the university staff and it is hoped, the Foreign Office will consider allocating new funds to allow them to stay. In addition, the IUC delegation has recommended that British staff should be sought in several departments.

It also wants a small team to be sent back to Makerere for about a month to train local staff and assess the university's needs for new equipment while repairing some of the existing stock. The group also suggests an allocation for new books and an in-depth review of the university next summer.

Cuts in overseas aid budgets make the delegation's recommendations unlikely to be accepted in full. However, the IUC expects to co-operate with the Commonwealth Secretariat in continuing its former status. There are plans for new departments of dentistry, food technology and pharmacy, while the Centre for Continuing Education is expected to be given high priority in government plans for the reconstruction of Uganda.

Bishops seek independent status for Maynooth College

from John Walshe

DUBLIN The Irish Catholic Bishops have told Mr John Wilson, the education minister, that they would like to see St Patrick's College, Maynooth, as an independent university. Their statement ends considerable speculation about their wishes for the university since a recent Supreme Court decision.

Two former priests lost an appeal to the Supreme Court over their dismissal from teaching posts at Maynooth. They had sought a court order directing the college to reinstate them. An earlier High Court judgment had found that one of them, Dr P. J. McGrath, was unfairly dismissed as was previously awarded to him were set aside.

St Patrick's College, the national seminary for the preparation of priests, is a pontifical university and also a recognized college of the National University of Ireland. In 1966 the trustees of the college, all Catholic Bishops, announced their intention of developing Maynooth as an open centre of higher studies to meet the requirements of lay people as well as clergy. Since then its enrolments have shot up and now it has about 1,600 students, two thirds of them lay.

Part of Maynooth's income is derived from fees. It gets a substantial state grant for the recognition of its degree and also some money from the State Property Fund. The two men at the centre of the legal row, Mr Melachy O'Rourke, a former lecturer in modern languages, and Dr McGrath, were dismissed in May 1977. Dr McGrath was charged with publishing a pamphlet, "Theology and the Future of the Church", which was considered to be a defamatory attack on the hierarchy.

The men at the centre of the legal row, Mr Melachy O'Rourke, a former lecturer in modern languages, and Dr McGrath, were dismissed in May 1977. Dr McGrath was charged with publishing a pamphlet, "Theology and the Future of the Church", which was considered to be a defamatory attack on the hierarchy.

Although the bishops won a major victory in the Supreme Court, there had been some fears that they would like Maynooth to revert to its traditional seminary role only. But these were dispelled at a conference held last month by the chairman of the episcopal conference, Cardinal Tom Feeney.

He said that the decision to make Maynooth an open centre of university studies had been the result of a decision, and there had never been any reason to regret it. While the extra facilities and teaching staff costs have been provided, the college has been provided with a new building, the Cardinal Feeney had not been developed, the growing university population of the country could have been catered for elsewhere but not without a much greater investment in state funds.

He said that the trustees did not wish to see Maynooth become a carbon copy of any other university, native or foreign, no matter how good they might be. Since the end of the eighteenth century, Maynooth had built up its own tradition and it was only by remaining true to this that it could make its future "a rational continuation of its historic past".

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Israeli cuts: how deep?

from our correspondent

JERUSALEM

The new stringent economic measures decided upon by the Israeli Government to fight inflation, running at over 10 per cent, coincide with the changing of the guard in the Planning and Grants Committee of the Council for Higher Education.

After six years of office, Nathan Rotenstreich, professor of philosophy and former rector of the Hebrew University, hands over the chairmanship of the PGC to Haim Harari. A graduate of the Hebrew University, he became professor of high energy physics at the age of 30. He is one of the younger members of the Academy of Science and Humanities.

The PGC, with Professor Rotenstreich at its head, came into existence in 1974 after the Yom Kippur War of October 1973, when all budgets were cut and those of the universities were cut more savagely than others. Certain of the new economic decrees will affect the universities as they will other sectors. However, thanks to Professor Rotenstreich, his colleagues in the PGC, Professor Harari finds the universities in a far better shape than they were in 1974.

The universities did not welcome the PGC as the executive of the Council for Higher Education. Though the large majority of its members are senior academics, the universities chafed at what they

claimed to be restrictions on their academic freedom and autonomy.

They did not relish the new buffer between them and the Ministry of Finance. The PGC insisted upon could be taken without its approval. New departments could not be opened without the approval of the Council for Higher Education. This

situation led to an increase in efficiency and inter-university cooperation and to be more sensitive to the needs of society, especially in the training of teachers for secondary schools. The PGC for its part regarded it as its duty to see that the universities had a fair deal. When tight budgets inevitably affected libraries and equipment renewal more than anything else, the PGC helped out the universities with extra funds.

When, for budgetary and other reasons, even the best young scholars and researchers found an academic career closed to them, the PGC provided each of the universities with special funds to enable them to recruit new young blood. It also found resources in the academic years 1978-79 and 1979-80 to support 15 young researchers of special merit and promise.

Some universities grudgingly acknowledged that, without the PGC, their plight would have been worse. Yet some still feel constrained. Nevertheless, a few months ago, the finance committee of the Knesset (Parliament) attempted to allocate global budgets to the universities as a result of which the PGC threatened to resign.

Private loans to support Italian brain drain to US

from Uli Schmetzer

ROME

A group of private industries in Italy and the United States have created a unique loan scheme for Italian postgraduates to study in the United States.

Known as the student loan fund, the project will provide loans of up to £3,000 a year for each graduate at preferential interest rates of 7 per cent.

The Italo-American Fund, a non-profit corporation which is supporting the scheme, is thought to be the first of its kind in the world. It is financed by a group of 40 Italian and American industrial companies through the Italian banks.

The United States Ambassador in Italy, Mr Richard M. Goodwin, in introducing the scheme, said about 200 Italian graduates were expected to take advantage of the fund each year. There are fears that the fund may be a double-edged sword. On one hand it will help fill vacuum in the lack of funds, teacher and facilities for postgraduate work in Italy. But the danger is that it will further deplete Italian academic resources.

Already, according to university statistics, hundreds of graduates and professionals leave Italy every year to seek more lucrative jobs abroad. Many bright young graduates leave and stay abroad because there are virtually no funds for research available in Italy.

The number of Italian students studying in American universities is lower than for any west European country.

Institute of chemistry is forced to close

by Guy Neave

Failure to meet the changing needs of chemical education has brought about the closure of the Besencon Institute of Chemistry.

The closing of the institute, part of a wide-ranging reorganisation of Besencon's highly reputed National School for Micro-engineering, follows a hard-hitting report by the National Committee for Engineering and Design.

In France, the degree of engineer is one of the state-protected titles, and thus subject to a national regulatory committee. Rather than the degree of this institute where the degree is awarded by the institute itself, in future students wishing to study chemistry will have to do so at the local university.

Among other changes taking place at the National School for Micro-engineering will be the setting up of a new department for microstructures and tribology, scheduled to take its first students in October 1980. At present there is a separate department for microstructures and tribology.

The department for microstructures and tribology will be headed by Dr J. P. McGrath, who was dismissed in May 1977. Dr McGrath was charged with publishing a pamphlet, "Theology and the Future of the Church", which was considered to be a defamatory attack on the hierarchy.

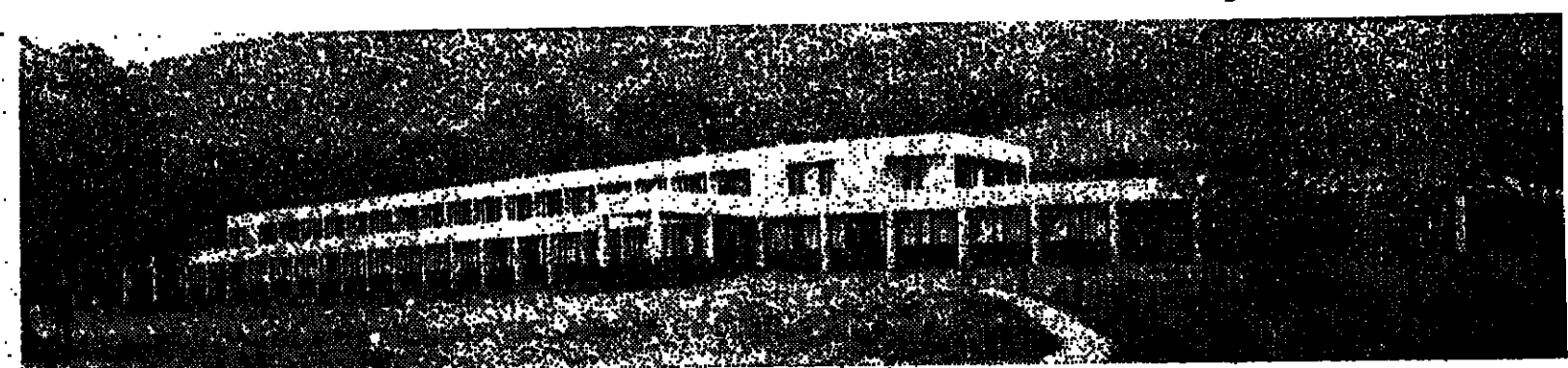
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Teesside revisited

Closure threat to poly in CNAAs toughest-ever report

How it all began



The polytechnic's Flatts Lane centre—space reshuffled.

David Jobbins visits the polytechnic that's waiting for a clean bill of health from the CNAAs

A year ago Teesside was a by-word for almost all that could go wrong with the polytechnics and public sector higher education.

Disclosure of the report of the Council for National Academic Awards quinquennial visit—the most critical in the council's history—had precipitated a major crisis for the polytechnic.

Staff and student morale was at an all-time low, recruitment and retention was rife, and the very future of the polytechnic's continued ability to recruit students was severely damaged.

The report sparked off fervent debate between the CNAAs, the polytechnic directors and many others about the conduct of quinquennial visits, the extent of the authority control on polytechnic purposes, and the role of the polytechnics as autonomous institutions.

This week, the polytechnic was awaiting a return visit from the CNAAs—confident that the threat of withdrawal of approval by next summer unless improvements were made would be lifted.

There was almost unanimous agreement that staff morale had improved enormously and that the vast injection of cash by Cleveland County Council had produced sufficient change to satisfy the CNAAs.

There was an expectation, too, that the CNAAs' approach would be different. While the polytechnic was working through its own problems, the CNAAs itself had undergone a significant change. New procedures arising from the long-term Partnership in Validation exercises promised a less inquisitorial approach from visiting teams, a more open and less adversarial approach, and a more open and less adversarial approach.

The report arose from a two-day visit and warned that if improvements were not made by the summer of 1980 formal approval of Teesside would cease. No students could begin work leading to CNA-validated awards beyond the end of the 1979-80 academic year.

Many problems had been raised, but the CNAAs did not make major criticisms of academic standards at Teesside. It was critical of many areas which impinged on the ability to reach its courses.

The library, computer centre and the levels of support staff in many departments were all identified as areas where considerable improvements would have to be made. And there was a warning of a possible role only for the polytechnic's internal management and decision-making structures, and the relationship with the local authority.

The damning criticism and the attendant publicity eventually led to the early retirement of the director, Dr John Houghton. This will leave a vacuum in the running of the polytechnic, even though many of them agreed with the criticisms. But there is now a strong reluctance in rules over the tasks once again, and will prefer to use the interim visit by the CNAAs last May as a datum point for future work.

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authority was a major area of CNAAs criticism. Now meetings take place every week with the three assistant directors.

The polytechnic has also responded to criticism of its academic structure. Working parties set up by the academic board considered what work within one term and a decision was taken to abandon the faculty structure which had persisted without any real purpose since the foundation of the polytechnic.

Staff now pay enthusiastic tribute to the businesslike way in which decisions are quickly reached. They are also more than grateful for the increased number of support staff which has liberated them from dealing with administration and enabled them to get on with teaching and research.

For technical staff new roles have been agreed—1.2 in workshops and 1.2 in the laboratory. The polytechnic has appointed significant numbers of new staff, including 16 extra principal lecturers' posts.

The flurry of activity has enabled the polytechnic to ask the CNAAs to return to consider the improvements which have been made.

In May this year the small team led by the CNAAs' chief officer, Dr Edwin Kerr, visited Teesside to assess whether a full-scale visit was advisable. This week's full visit is the result.

One outstanding issue not resolved is the question of a director to succeed Dr Houghton. Finding the right man has been a problem. The CNAAs' approach would be different. While the polytechnic was working through its own problems, the CNAAs itself had undergone a significant change.

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the CNAAs suspended sentence would have severe repercussions for student recruitment. But Dr Longfield says: "We are very happy indeed with recruitment figures."

He also said that the main aim of the quinquennial visit was to ensure that the university could not have been worse for recruitment and say they have direct evidence of students withdrawing from offered places because of doubts about the polytechnic.

In fact the first year intake of 715 students for 1979-80 is only four down on the previous year. There has been a steady decline in intakes since the peak of 1976-77 but this seems to be almost entirely due to a massive cut-back in overseas student numbers.

Overseas students account for 26.8 per cent of this year's students compared with 30 per cent last year and 33 per cent in the peak year of 1977-78.

In 1977-78 nearly half the science and technology students were from overseas—a proportion everyone acknowledges was potentially serious. Now the proportion is down to 40 per cent, with only 27 per cent of this year's intake from overseas compared with a massive 63 per cent last year.

Dr Longfield is aware that the continued existence of some courses at Teesside will be put in doubt because of the falling-off of overseas student numbers. The educational advantage of having overseas students would also be lost.

It deplores the effects which follow from the most recently stated government policy in relation to fees. He said: "That does not mean to say I deplore the policy. It simply means I am not saying 'deplore the policy'."

The director claims a head-on and open relationship with the student union over this and other issues—something which is acknowledged by the students themselves. Dr Longfield has agreed to speak to an open forum on overseas students, and the polytechnic was not occupied or disrupted in any other way during the visit.

Library staff have already nicknamed their extra £200,000 the "CNAAs slush fund". In fact the influx of 15,000 new volumes this year has posed severe problems for cataloguers. Chief librarian Mr Ray Moss says: "Until this influx we had no arrears of cataloguing. We cannot say that now."

More space has been made available to meet other CNAAs criticisms but Mr Moss pointed out that despite agreement for extra staff "we still have the smallest staff-to-student ratio of any polytechnic."

A major plank of the CNAAs' criticism was the limited computer provision. New, higher-grade, staff were needed; space available for programmes and teaching should be increased; and more cash made available.

Even while the CNAAs was preparing its report the polytechnic was awaiting delivery of a new Univac 1110 computer—the most powerful in any polytechnic. This is now installed and operating with 60 terminals now connected and potential for a further 20 to cater for an estimated 1,000 users.

A reshuffling of space associated with the move by the management department to the polytechnic's Flatts Lane centre has made about 500 square metres of space available to the centre.

Mr J. Lindley, head of the computer centre, agrees that a skill shortage makes it difficult to recruit programmers despite strenuous efforts. But the establishment has been boosted from only three programmers at the time of the May CNAAs visit to 16 and two senior managers. Attempts to recruit someone from industry failed when the company was more than able to match the salary offered by the polytechnic.

"I am happy we can certainly meet and satisfy the CNAAs," Mr Lindley said. "It did mean the resources were offered to us a bit late in the day," Mr Lindley said.

It would have been better if the visit had come 12 months earlier so that resources—particularly staff resources—had been available to us before rather than afterwards."

A major issue at the time of the CNAAs visit was the merger with the college of education—now the polytechnic's Flatts Lane centre—housing the education and management departments.

Mr Neil Hutton, head of the educational studies department, is confident the merger is now a reality—despite concentration in the first year of the post-quinquennial visit repercussions.

He thought perhaps the visit was an "ill wind" which had brought some good with it. "It has enabled matters to be evolved rather than thrust on us."

The polytechnic's resource problem had come as a complete surprise. "I learned about it from the CNAAs report." Prior to the merger the old college, exclusively a Cleveland institution, had always been resourced very generously. "I do not think this reflects credit or discredit. Our relationship was easier with the authority than the polytechnic could have been."

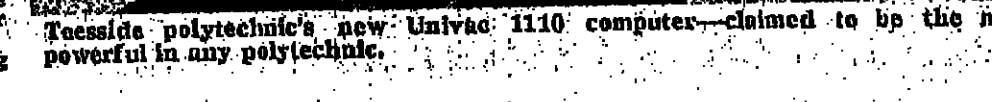
Head of the inservice teacher training department, Mr J. A. S. Richardson, pointed out in support of the reality of the merger that a joint course with another department on the main site had now been approved.

ICI has chosen the polytechnic's second year BSc computer science from all other university and polytechnic courses for retaining selected staff.

Head of the computer science and mathematics department, Dr Michael O'Carroll, commented: "The standard of teaching and the content of degree courses in this department are far better than at Cambridge when I was a student there."

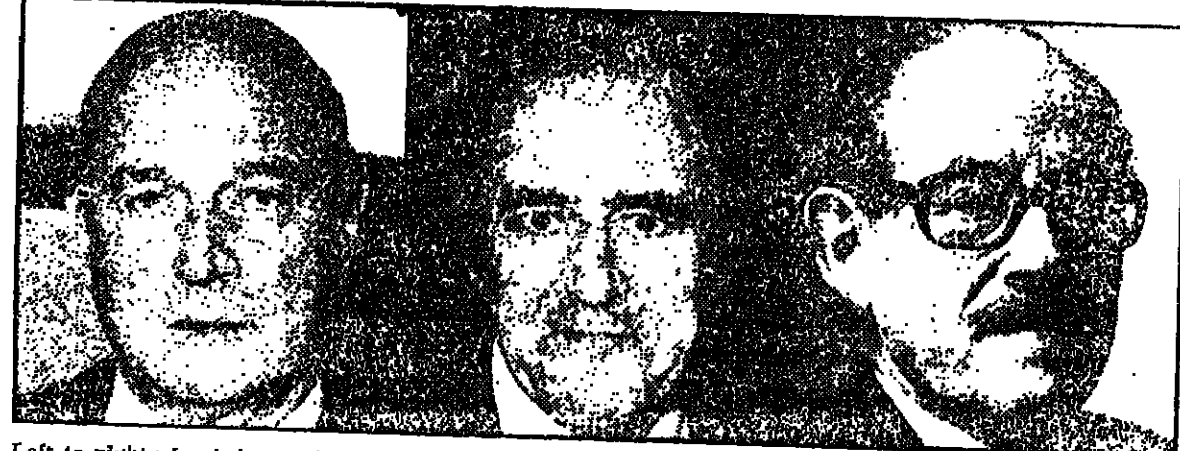
His department has mounted a drive to increase the number of home students to replace the Achilles heel of over-dependence on overseas students identified by the CNAAs. The result is a reduction of between 30 and 40 per cent in overseas students, offset by an increase of 57 per cent in home student recruitment leading to a small net increase.

Dr O'Carroll added: "There is now a growing wave of confidence in the first class academic organization of the polytechnic."



Teesside polytechnic's new Univac 1110 computer—claimed to be the most powerful in any polytechnic.

No easy pruning job for Lord Flowers and his team



Left to right: Lord Annan, instigator of the study, and two members of the group, Lord Flowers and Mr J. R. Stewart.

As Lord Annan's working party studies the crisis facing London's medical schools, science correspondent Robin McKie reports on the group's daunting task

London's reputation as a medical training centre has virtually made it a Mecca for aspiring student doctors and dentists throughout the world. Yet in recent years this concentration of medical talent has reached a desperate state, with vital funds needed for teaching being siphoned from the city's hospital schools.

Indeed, the position has reached such a desperate position that London University's vice-chancellor, Lord Annan, this year set up a working party to examine the crisis facing the capital's 12 medical and dental schools.

The party chaired by Lord Flowers, rector of Imperial College, London, is to "act like a jury" rather a representative body, and has invited written evidence from all interested organizations as well as touring all the schools involved.

There can be no doubt of the complexity of the task facing the committee. Apart from the undergraduate schools, London University also two postgraduate medical schools, and the British Postgraduate Medical Federation consisting of 13 teaching and research institutes.

These schools taught 6,696 undergraduate and 1,554 postgraduate students in 1977-78—about one-third of all medical students in the United Kingdom. In fact, because Scotland is over-provided with medical schools in terms of population, it is London University actually educates about half of all the future doctors in England and Wales.

However, in recent years teaching hospitals in the city have come under increasing strain. In particular, problems have arisen through the dual-funding system for the medical schools, which receive part of their cash from the University Grants Committee and the remainder indirectly from the Department of Health and Social Security, who provide teaching through their registrars and consultants.

The trouble is that the DHSS has been progressively cutting down its contributions to support medical services in other parts of the country at the expense of London. Not surprisingly, the university has not been able to offset this reduction and it will be the job of the working party to recommend the correct economies which are being forced upon the schools.

This will almost definitely mean the closing of one or more of the medical and dental schools, or post-

graduate institutes. However, the university has pledged that there is no question of reducing its actual cash allocation for medicine. Any savings made by closing schools will be redistributed to the other London institutes and there is to be no reduction of student numbers in the process.

But for members of the working party, their report will also provide a needed opportunity to reassess the role and function of the schools which are known to suffer from their small, disparate nature.

In the rest of Britain, schools have an average annual intake of about 250 students. In London this is only just more than 100. The result has been that some of the smaller city schools have no significant departments in some important subjects. For instance, some do not have departments of obstetrics and gynaecology—indeed every school in the provinces has such a post.

To ensure proper and fuller educational opportunities, it is likely that these smaller schools will be liable to closure and merges with others. Indeed, this would be in line with the General Medical Council's recently stated attitude towards medical education. This view—which is endorsed by the Flowers working party—considers that such education should be a continuous process with a vertical integration of teaching.

This attitude implies that each institution should provide an uninterrupted flow of education from basic medical science to clinical graduate to clinical postgraduate level, providing in the process a rich matrix for research work.

Such a view opposes the findings of the Todd report, which proposed that medical schools should be linked to large multi-faculty institutions—an expensive, ambitious plan that will find little favour

among the Flowers party members. Instead of attaching them to other university institutions, the report will recommend that the various schools be welded together into larger individual medical units.

Another problem to be tackled by this rationalisation programme involves the reorganization of the health service—a process that took no account of the large number of medical schools in London.

The national pattern was to allot one medical school a region. But in London there are now two health authorities which contain three general medical schools, and three areas which contain two.

This means that whereas in the provinces the regions tend to regard the facilities and expertise of its medical school as a special asset to be supported and encouraged, in London the regions and the authorities take the medical schools for granted.

The consequences of this will be highlighted by Lord Annan's education at the House of Lords. "Under the present set-up, the London medical schools are bound to be a hopeless conflict of interests between the London medical schools and the area authorities and community health councils," he said.

"How can one reasonably expect local councillors and deeply concerned members of the public to know the deficiencies in their mental hospitals, or geriatric treatment centres, or not to take for these admirable causes for what seem to them well-provided teaching hospitals?"

"The present National Health Service structure prolongs a hopeless conflict of loyalties. It is exactly like asking Balham to march out to fight the Battle of Britain, while the Luftwaffe is on its way to the Channel."

It will be no easy task to find solutions to these problems which have provided a great deal of work for the party—made up of Lord Flowers, chairman; Mr John Bailey, chairman of the South Western Regional Health Authority; Professor Sir John Butterfield, Regius Professor of Physics at Cambridge University; Professor A. I. Crisp, dean of the medical faculty at London University; Professor J. J. Kellogg, dean of the medical school, Manchester University; Professor N. F. Norris, deputy chancellor and professor of obstetrics and gynaecology, Charing Cross Hospital Medical School; and Mr J. R. Stewart, principal of London University.

At present, the committee is at the brink of making a decision which will inevitably be seen as radical and decisive in that it will produce significant changes in medical education at London University.

Already appointments of a senior medical teaching staff have been frozen until the report is made and it can also be expected that some capital will be needed to carry out the rationalisation recommendations, although present cash limitations will prevent this reaching six figures.

It is difficult to calculate when the committee will decide to bring down the axe; this will only be decided in March when the report is completed. However, judging only by the state of schools, it is most probable that those at Westminster and King's College will be considered prime candidates.

Report could mean an end to confusion of choice

Patricia Santinelli on the work of the Mansell Committee into provision for 16-18 year olds

An urgent need for a solution to the problems facing many thousands of young people either wishing to take or already on post 16 pre-employment courses has led to strong recommendations for a nationally recognized and validated common core curriculum. This is to be debated at two conferences next week.

The proposals in *Basis for Choice*, the report of the Mansell Committee set up by the Further Education Unit are not aimed at introducing yet another course. Instead they are intended to reduce the present confusion in the area, increase the chance of employer recognition, promote transferability and reduce the significance of overlap provision.

"The prize to be won is a means of reducing the confusion in the minds of colleges and students", the report says, "at the same time retaining the capacity of courses to reflect varying types of student need and enabling gaps in provision to be filled without an already confused situation being compounded."

A survey in 1978 by Garvett College indicated that the proliferation of one-year courses in this area was creating confusion and uncertainty about their status. As a result many young people were taking a level and pursuing a number of courses.

The Mansell group of young people is estimated at around 100,000 and comprises what committee chairman, Mr Jack Mansell, members of the FEU board, described as the uncommitted.

"These young people are not ready to go out to work, but are sure about further education. They are in a state of transition and are seeking means of assisting them to make a choice of a career or a course of study."

"They need guidance in making an informed, realistic choice and this is what the courses should help them to do as well as increase their job opportunities."

The committee thought this could be achieved by national validation, providing a common core of learning and a new method of recording the assessment of students through profiles.

The common core, based on a list of abilities young people should be able to demonstrate and learning experiences they should have, rather than subjects, would comprise 60 per cent of the one-year courses. The remainder of the time would be divided equally between learning about a broad vocational sector and a few job specific skills.

The report says that while the list has been devised to contribute to general educational aims, the specific objectives and experience are designed to be relevant to working and adult life.

The common core is designed to enable young people to develop skills such as practical numeracy, communication, social and a variety of manipulative and physical skills, ability to learn from study, experience and colleagues, self-confidence and awareness, adaptability, as well as awareness of various technological, environmental, political and economic factors which affect their lives.

Underlying these are 12 major aims. A framework in which these can be achieved through specific objectives and experiences, together with suggestions for course work is fully described in the report.

Although these might appear at first somewhat simplistic, they are directly relevant. For example, in the 'personal' part, making an informed and realistic decision on their immediate future, it asks

students to participate in the construction of self-process. These help to analyse their own characteristics, preferences and capabilities.

The report stresses that vocational studies should relate to the general area of employment for which the student has already shown some informed inclination. But the job specific skills part of the course should enable students to learn some of the skills and practices of a particular job without trying to produce a fully trained youngster.

These achievements would be recorded in a profile assessment. About the two conferences in Sheffield and London organized by the National Association of Teachers in Further and Higher Education will discuss how effective and practical these proposals are in regard to colleges and young people. Hopefully too it will seek to put the recommendations in the broader context of general policy for the education and training of 16-19 year olds which the Government has yet to issue public guidelines.

There are certainly lessons to be learned from the positiveness of the whole report which is underlined by tremendous concern about the fate of young people who tend to be lost in the education system but have no passport in employment.

Its main attraction should be for the Government which a few weeks ago announced its intention to draw up a common framework for its curriculum. The report has thus already been researched and packaged by experienced teachers and is ready to be sold to a wider age range than originally intended.

Also dissatisfied are senior library staff at colleges and polytechnics who are paid in a variety of ways, some on NJC scales and some on Burnham scales, but with NJC conditions of service. They claim they have a strong teaching function and that their jobs should be given full teaching status.

There are also many librarians in universities who are either on NJC rates and fighting for recognition as academic staff, or who say they are on the wrong AUT grade.

The situation is further complicated by disagreements between various organizations as to who should represent whom. The unions involved are NALGO, NATFHE and AUT, while the Library Association has also taken up the fight from its professional standpoint. The Library Association, while making the strongest representations on behalf of its members, has little real power to enforce its recommendations on pay and conditions, particularly where junior staff are concerned.

The situation is about to come to a head at the School of Oriental and African Studies, part of the University of London. Here 29 librarians are fighting for higher NJC grades. At the moment there are on grade three and the rest on grade one or two. The School, unlike most University of London colleges, does not recognize the top grades four and five. Grade one is defined as covering routine work involving well-defined procedures under supervision with little scope for initiative. Grade two covers people working along specialist lines who need some experience, judgment and initiative. Copy and audio typists are also covered by these grades. Salary is around £2,500 for grade one and £3,000 per annum for grade two.

NALGO, which claims to have around 60 per cent of the SOAS librarians as its membership, is fighting the case.

The union maintains the assistants are doing work over and above the grade definitions, including classifying, cataloguing, answering specialist queries and filing. The union says its duties are confined to issuing, receiving and shelving books.

"SOAS exploits its librarians", said NALGO district official Michael Kalisher. "These are people with qualifications, in an oriental language doing specialist work but treated and paid like clerks". He is to put their case before the next NALGO branch meeting and will press for action by other NALGO members in London university libraries, some of which he claims have 100 per cent of their library assistants in his union. This could result in a policy of non-



The School of Oriental and African Studies library where the situation is coming to a head.

The bookworms turn

Beneath the cloistered calm of Britain's academic libraries a very uneasy ferment is brewing.

It concerns the status and pay of librarians and involves those who are paid on NATFHE-negotiated Burnham scales in polytechnics and colleges, those who are paid on AUT scales in universities and the more junior staff who are paid on NJC NALGO-negotiated scales in both.

Junior NJC-paid staff do work that is defined as consisting of simple tasks needing close supervision. Their jobs are classed as clerical and administrative but they argue that their qualifications—which often include a degree and a diploma in librarianship—and their responsibilities mean they should be recognized as doing skilled professional work.

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cooperation with SOAS by other libraries or even industrial action by all NALGO librarians in University of London colleges. Mr Kalisher will also advise SOAS library assistants to stop doing the duties which their employers maintain are no part of their jobs.

SOAS chief librarian Victor Parry said NALGO was being unfair by singling out SOAS. The School's non-recognition of NJC grades four and five could help rather than hinder the assistants, he said, who could be promoted straight onto academic grades including that of assistant librarian if they had the right professional qualifications.

He admitted, however, that the present employment market means that senior vacancies seldom occur at SOAS at present. "It is up to the library assistants to move around if they want to improve their careers", he said.

SOAS offered to recruit only school leavers with A levels to fill grade one and two vacancies, said Mr Parry, but NALGO did not want this.

"Some library assistants might be over-qualified but they knew the situation when they took the jobs. It is not true to say that SOAS is different because we deal with more unusual subjects. A lecturer in Arabic at SOAS, for example, is not a specialist in that subject in geography or another college."

One of the problems facing the SOAS librarians is that the more specialised they become, the fewer job opportunities are open to them. The other problem is that the profession as a whole is vastly over-subscribed. The Library Association recommends boycotting those institutions which do not offer what it regards as appropriate pay and conditions but, because the job market has contracted so sharply, it has few illusions that librarians desperate for jobs are going to pay much attention.

By next week three librarians at Lancaster University should know the result of their appeal against the job grading. They are assistant librarians on a scale equivalent to the NJC grades three to four. Their claim to be on grade five, which is the highest and overlaps with the AUT rates, was rejected by the university. They are not optimistic about the outcome of their appeal but will ask NALGO to take up their case at national level.

AUT, which sets pay and conditions for senior librarians at universities, is worried about the situation where professionally-qualified librarians are taking junior jobs on NJC grades and then trying to get on to academic scales through the back door. In fact some NJC-paid librarians are, reluctant to join NALGO because they fear they will be branding themselves for ever as non-academic staff.

"It is a heart-breaking situation", said Mrs Adrienne Jones, AUT's secretary. "No one can really blame the universities for picking people with the highest possible qualifications but the present job shortage means they are able to use cheap, over-qualified labour. It is the fault of the library schools which are just churning out these people on to the market."

AUT considered making representations to the library schools but eventually decided that this was no part of its function. The top grade of the AUT scale is equal to the national salary range for professors, while the other grades cover the range of lecturers, senior lecturers and readers. The

There is a great deal of doubt and concern in many quarters as to just what a proper pay and conditions for academic librarians would be. The trouble is that we just don't know the answer."

Sandra Hempel

Students have more than just cuts on their minds

John O'Leary anticipates an NUS conference which faces some important decisions in the less familiar areas

Despite first impressions to the contrary, the annual conference of the National Union of Students, which begins today in Blackpool, could turn out to be a crucial one for the future of the union.

Although the main policy debates inevitably represent the mixture of before, some important decisions face the delegates in the less publicized areas. Behind the rhetoric lurk some uncomfortable choices which could have serious implications for the character of the student movement.

Later in the union are well aware that the Government cuts which are certain to hit a competition in militancy on conference floor will soon have their impact on local student unions and, in consequence, on the NUS itself. The national union will find itself at one time called upon to increase its activity and reduce its costs at the same time.

It is at this inopportune moment that NUS members have become embroiled in an intractable and potentially fatal dispute over subscription levels. While the debate's primary concern will inevitably be for grants, overseas students and action against the cuts, the finance issue may produce the greatest controversy and have a lasting effect on the union.

The conference will also provide the first reliable indicator of the strength of the Left Alliance, the new political grouping formed to take over the leadership of NUS from the old Left. An attempt to see if the Alliance's new conference fuelled expectations that its local network left much to be desired.

Recent conferences have become increasingly volatile, the various parties to the policy weakening noticeably, and it is all the more surprising that the refusal of the NUS to comply with its former leaders' wishes and do a quiet

death has not helped the Left Alliance, and it is fortunate that its opponents are also in difficulties. Both Labour and Conservative students claim increases in membership this term but neither can expect to exert greater influence on the outcome of the major debates. The Tories will be bound to suffer for the policies of the Government, while Labour and Liberal students must remain loyal for the moment, neither having thrown in their lot with the new of the subaltern officers. As treasurer, she must succeed where her experienced predecessor, Penny Cooper, failed at Easter. Then, as now, the aim was to devise a system of contributions which produced a more equitable sharing of the financial burden while guaranteeing NUS sufficient income for its needs.

At present with some universities contributing more than £20,000 per year to NUS, the national union is clearly vulnerable to serious damage through the withdrawal of only a small number of large institutions. These are often the very institutions which feel the need for national assistance, least having to do to resources of their own which often duplicate the services provided by NUS. It is a persuasive argument to a meeting that one year's subscription could be used to fund a bar, provide the backing for some new project or simply aid the numerous clubs and societies which demand money.

There is, therefore, a need for NUS to be seen to ease this burden without going to the other extreme and providing the kind of work which usually goes to the local level. The task is made more difficult

What is not so certain is the success of the executive's and the Left Alliance's proposed new system of subscriptions. Even those unions which can normally be relied upon to find the political line tend to find their money is concerned, and some good judges think it unlikely that the leadership will secure the necessary two-thirds majority for their proposals.

The task of guiding the scheme through to success falls to its originator, Helen Connor, who is the newest of the subaltern officers. As treasurer, she must succeed where her experienced predecessor, Penny Cooper, failed at Easter. Then, as now, the aim was to devise a system of contributions which produced a more equitable sharing of the financial burden while guaranteeing NUS sufficient income for its needs.

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by the fact that the two extremes of size often correspond to the political extremes in the union, the small colleges with the Tories and the large ones with the Left. The combination, which seems certain to form the backbone of opposition to the proposals is the class one which has often upset the best-laid plans of the orthodox Left leadership in the past.

One topic guaranteed not to provoke an outbreak of unanimity is political forum is abortion, although the outcome of the debate at Blackpool can be taken as a foregone conclusion. Despite the emergence of an anti-abortionist group in the shape of the Catholic colleges, it would hardly be rash to predict a toughening of NUS policy in response to Mr John Corrie's Abortion Amendment Bill.

Ironically, because of another trait of NUS debates—their extreme lengthiness—one of the leadership's enduring concerns—to update the union's policy on housing, is still some way unattended. Although the question of housing appears on the agenda for the second time in three conferences, there is general resignation that its position at the final debate will mean it falls of the procedural wranglings which beset every NUS conference.

This will be the last Blackpool conference where debates are allowed to go on until the traditional finishing time of midnight. Increased rentals having made this cost prohibitive, cynics might wonder whether every NUS conference will be completed when shorter hours are introduced, but perhaps a more limited period for debate (and more sleep?) will concentrate the minds of those attending further into the winter.

Some will favour an end to what is usually known as the "cosy tea party" style of lobbying exercise

Miss Connor's solution is a complex formula which may be open to misinterpretation. Already there is disagreement over what happens if the proposals, Conservative students claiming that the union will have to pay even more—some as much as £30,000 next year. The union president, Trevor Phillips, believes that the real difference between the executive's proposals and those of the Conservatives is the degree of the financial burden while guaranteeing NUS sufficient income for its needs.

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Lesson to be learned from Kuala Lumpur

The prevailing image of the scientific community is one of a disinterested, dispassionate, and disinterestedly applying the scientific method in the generation of over better theories, and in so doing are taken up materially enriching and spiritually ennobling the human community.

This is a flattering image, but between image and reality may fall the shadow. In the past two decades there has been a vigorous counter-revolution led by those phases of darkness, Karma and Freudism.

The most extreme attacks on this image, however, have come from science as an ideology with no special claim to its allegiance. The more modest Kuhnian attack concedes a privileged position for science, but stresses the role of non-scientific factors in determining its character and evolution.

Whichever side one is inclined to take in this controversy, one has to agree that it is a substantial and important matter. The most important institution of the twentieth century is science, and every one, particularly the practitioners of the craft, ought to reflect on this question and, more generally, on the nature of the scientific enterprise and its place in the wider social context. Few science undergraduates in British universities are brought to this, though their courses of study, in fact, such topics tend to be pursued only in philosophy and sociology programmes.

Science is the predominant feature of our culture (the recent homage to Einstein is of a character not reserved for religious leaders and great figures of science), and it will become us to produce science graduates who have never been required to focus on the nature of their own enterprise.

The University of Malaysia, in Kuala Lumpur, is currently engaged in developing a programme within its faculty to develop a science which overcomes this lacuna which British universities would do well to emulate. During each of their four years, science students are required to take a course in either the history of science or the philosophy of science. Roughly half the time is spent on the history of science including Islamic, Chinese, Indian, and Western science. The balance is spent on the topics that would be covered in introductory courses in the philosophy and sociology of science in universities in the Anglo-Saxon world. In determining the class of degrees these courses count one seventh.

There, as here, scientists have an understandable reluctance to see a large portion of the time spent on the sciences themselves. Consequently these courses, which are the only non-science subjects studied, consist of one or two weekly seminars followed by fortnightly seminars. The seminars are written, required reading is assigned to a minimum and students are encouraged to relate the material presented in lectures to their own experiences as apprentice scientists. The students respond to the courses with an eager enthusiasm and at the end of the four years of linked courses reach a gratifying level of sophistication.

A number of factors influenced the university to embark on this programme. At the most mundane level it was decided that as the vast majority of science graduates go into research positions in industry or into teaching, it would be desirable to promote the development of literary skills and to equip them with the intellectual and critical skills necessary for the more diffuse and less tractable areas that arise in arts subjects.

Of course, one might have sought to achieve this by requiring students to take arts courses. Instead, the university has opted for a more radical solution. The programme is designed to develop a new type of science graduate, one who is not only a scientist but also a humanist. The programme is designed to develop a new type of science graduate, one who is not only a scientist but also a humanist.

W. H. Newton-Smith on the History and Philosophy of Science programme at the University of Malaysia

Alongside the ubiquitous Coca-Cola, and the many other products of Western civilization, the developing countries find that they have adopted our scientific heritage. A growing awareness of the dubiousness of some of the important ideas of science is beginning to lead to a self-critical scrutiny of the scientific enterprise commended itself to the scientific faculty in a way in which it was not in a university in a developed country.

In addition to this general consideration, specific features of a developing country such as Malaysia mean that certain questions about science have to be faced. The scientific enterprise is not only a part of our culture, but it is also a part of our economy. For instance, the scarcity of resources brings external political pressure on the university to restrict research to areas which will have technological spin-off appropriate to the particular needs of the country. This leads faculty and students to focus on the questions of the possibility and/or desirability of purely applied science free of the pursuit of pure research, and thence into questions of the nature of the scientific enterprise itself and the relation of its practice to the surrounding social and political situation.

The racial, religious and cultural complexities of Malaysia have given further impetus to the development of this programme. In common with other countries within the Islamic world, Malaysia—who constitutes more than 50 per cent of the population—are religiously confident in their own cultural heritage. It is not surprising that there should be great interest in the history of Islamic science, whose great achievements in the Middle Ages represent important stones on which the edifice of modern western science rests.

In addition, the stress within Islamic culture on the need to acquire wisdom, and not merely skills, within a specific scientific discipline, make philosophical studies more acceptable to science lecturers. The university is set in a society in which the very real racial tensions between Malay, Chinese and Indian communities are a constant threat to harmony and stability. The hope is that an integrated study of history of Islamic, Chinese and Indian science will be a small but positive step towards a better understanding and respect which is absolutely essential if the country is to survive.

The beauty and location of this university itself provides the right sort of ambience for cool, honest, and independent reflection, the urgency of the surrounding situation, the rubber trees covered hills and the urban sprawl of Kuala Lumpur where the vast disparities of income are painfully obvious and where racial tensions lurk below the surface.

The programme, which is very much in its infancy, faces all the teaching problems attendant on any such large enterprise (there are only some 2,000 students doing courses at any one time). It is the short-run, primary problem of the university to develop a programme of science students who have a broad interest in the history and philosophy of science. To cope with this, the university has opted for a more radical solution. The programme is designed to develop a new type of science graduate, one who is not only a scientist but also a humanist.

It is always easy to say that science students should be encouraged to take history and philosophy courses. The difficulty is to make these courses relevant to the particular needs of the developing countries. The programme is designed to develop a new type of science graduate, one who is not only a scientist but also a humanist.

ever, the service provided by training less qualified students from these countries far exceeds that done by taking in students from countries having their own graduate degree programmes.

Thus there was a case for exercising a limited form of positive discrimination in graduate admissions. The question of the merit of such favoured treatment has become academic in view of the Government's current policy on overseas student fees, which will mean that there are far more places than students.

If the Government cannot be persuaded to abandon its philistine stance whereby money and not merit need determine admissions, it is to be hoped that a substantial sum (more like £40,000 than the budgeted £24m) will be provided for scholarships for students from developing countries.

Undaunted, a pool of nationals has been trained, the university is dependent on attracting lecturers from abroad. Here their experience has been frustrating. In order that the university shall not rely unduly on foreign nationals it is government policy (as it now is here) to be restrictive in granting work permits to foreign academics. These are not general visas for students who have recently completed graduate work in the United Kingdom are reluctant, not unreasonably, to take a three-year terminal appointment in the face of the fact that this will jeopardize their long-term prospects. The temptation to luxuriate on the tropical beaches and to enjoy the boundless hospitality of a people for whom the guest has a right to all the hospitality that the host can provide might well interfere with any plan to publish extensively in order to build up a reputation which would ensure a job in the United Kingdom at the end of the three years.

One solution would be for United Kingdom universities to look favourably on applications from returned faculty for a limited period, say for a three-year period. This would provide the University of Malaysia (and other universities in similar positions) with the experienced personnel necessary to develop such new programmes, and it would at the same time ease the job situation here.

In addition to problems of manpower, the programme faces the challenge affecting the entire educational system in Malaysia of the transition from English to Bahasa Malay as the medium of instruction. Last year, for the first time, incoming students had all their pre-university instruction in Bahasa Malay, and by 1983 all lectures in the university (except those given by foreign nationals) are to be in Malay.

It is recognized that virtually all textbooks will be in English and to cope with the drop in the standards of English of the new generation of students the university, in conjunction with the University of Birmingham, has developed a special programme for improving comprehension of written English. This programme appears to be successful and is now being marketed to other developing countries.

Even so, problems remain. English has been the language of education and commerce throughout this century, with the result that the Malay language does not have the necessary vocabulary for expressing the concepts of twentieth-century science and mathematics. Until this problem is rectified, even native speakers of Malay will find it difficult to lecture in their own language.

The programme in the history and philosophy of science is, in an exciting way, making a contribution to the development of a new type of science graduate, one who is not only a scientist but also a humanist. The programme is designed to develop a new type of science graduate, one who is not only a scientist but also a humanist.

It is always easy to say that science students should be encouraged to take history and philosophy courses. The difficulty is to make these courses relevant to the particular needs of the developing countries. The programme is designed to develop a new type of science graduate, one who is not only a scientist but also a humanist.

Ted Wragg wonders what a Martian would make of university rituals



Standing on ceremony

What is the purpose of ceremonies in university life? For some they underline the universal seriousness and majesty of the pursuit of knowledge, for others they have the opposite effect of appearing comical and anachronistic.

An elderly former colleague in his retirement speech once said, sadly, that he had never progressed through lower to the annual university service since local jobs had been taken to calling out "Get some work done" and "Hello Mavis" at the parading dignitaries.

I often wonder what a visiting Martian might make of degree ceremonies, when the cream of the nation's youth and its elders dress up for mutual congratulation in garb that would in other circumstances lead to speedy arrest. "She's done very well, Mrs Fortescue," (and other universities in similar positions) with the experienced personnel necessary to develop such new programmes, and it would at the same time ease the job situation here.

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Robin Blackburn (left) reflects on 10 years of political development since the student revolt 'Was this the birth of Anglo-Marxism?'

In a series of influential essays published in the early 1960s, Perry Anderson and Tom Nairn argued that a distinctive feature of British society was the extraordinary conservatism and complacency of the local intelligentsia, bred by nearly three centuries during which British rule had escaped invasion, occupation, and had enjoyed the fruits of global financial supremacy and empire. Rather than forming a dissident or critical force within British society, intellectuals merged more or less imperceptibly with the more thoughtful wing of the administrative apparatus, or the more cultivated and eccentric layers of the ruling class.

These observations were enlarged upon by Anderson in a contribution to *Student Power*, a Penguin Special published almost exactly 10 years ago. This compilation soon achieved a sale of about 70,000 copies. It now seems to me significant that, in addition to the more conventional themes of student revolt, such as the central role of the university in the development of what Anderson called "the reactionary and mystifying culture inculcated in the administrative apparatus, or the more cultivated and eccentric layers of the ruling class."

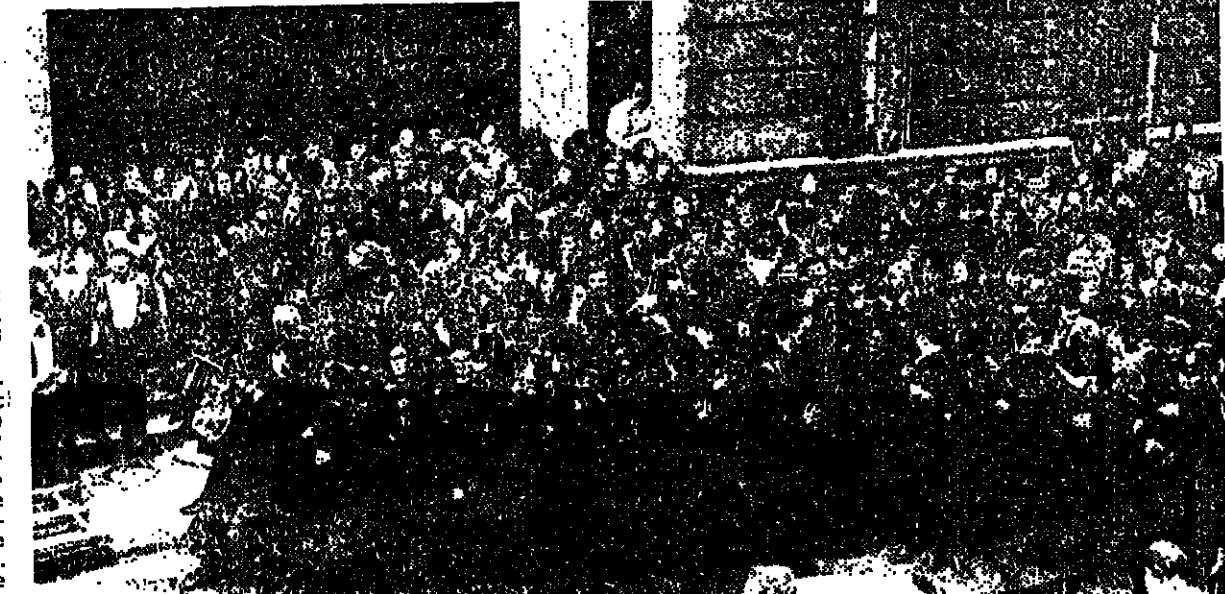
Anderson's central contention was that: "The culture of British bourgeois society is organized around an absent centre, a vacuum, a void, a self, that should have been either classical sociology or a national Marxism." In Anderson's view, economics, history, philosophy and politics all suffered the effects of this central failure: a neglected concept of social totality was displaced either to marginal disciplines (anthropology) or to areas of cultural discourse which involved little direct engagement with social reality (literary criticism and psychoanalysis).

There were nuances to this argument to which I cannot do justice here. But one important conclusion was summarily indicated as follows: "British culture, as it is now constituted, is a deeply damaged and distorted one. It is a culture which deprives the Left of any source of concepts and categories with which to analyse its own society, and thereby attains the fundamental condition for changing. History has had this century only history will ultimately undo it."

More than a decade later I would argue that one of the more enduring legacies of the student movement itself was to encourage the growth of a radical, anti-capitalist theory or system (indeed sometimes excessively addicted to them). The student revolt was, of course, also associated with a great growth in student numbers, a change in the typical destination of graduates from the universities, and the unchallenged supremacy of Oxbridge. In fact the British higher educational system was beginning to shed some of its most archaic and elitist features at a time when the stagnation and obsolescence of the central institutions of the economy and politics were becoming evident in even purely capitalist terms.

The resulting tensions have created a rift between the intellectual community and the established order, which has loosened, if not unraveled, the knot to which Anderson referred. As has been demonstrated by the reception of Keith Middlemas's book, *The Politics of Industrial Society*, there is now a quite widespread preparedness to acknowledge that there may be something fundamentally wrong with British institutions. But in the first instance the main beneficiaries of the abatement of traditional inhibitions and time-honoured self-reliance have been the former radicals but rather those whose outlook on the world was formed, at least in part, in reaction to student turbulence, and the heterodox opinions of the New Left.

In recent years an influential sector of the academic community has abandoned much of the former ideological reaction, throwing overboard Keynes and the welfare state, signing Black Papers, importing the doctrines of Friedmann and Nozick, and issuing dire warnings about the extent of Marxist penetration of our national life. It would be premature to conclude from this that Britain has at last acquired a dissident intelligentsia. Now that the programme of the New Right is being put into effect its attractiveness is



Confrontation: vintage 1969. Police attempt to hold back student demonstrators outside the LSE.

The former student rebels in Britain have not entirely avoided these various unhappy fates. Doubtless many illusions have been shed, and hopes cruelly disappointed. But for the most part the former student radicals have not succumbed to renegeary or recantation.

The sea-change within the trade union movement has furnished a context in which some of the student radicalism of the 1960s could find a new outlet, while at the same time being tempered by the now quite widely acknowledged fact that the latter have had great difficulty adjusting to the post-Kyesian, recessionary conditions which seem set to persist well into the 1980s. In so far as this political/intellectual centre is unwilling to accept a wholesale assault on welfare and education, the return of mass unemployment, and the authoritarian trend which so often accompanies expansion in economic growth, this is by no means discreditable.

It has yet to be demonstrated that fewer clinics, fewer teachers, or even the closing down of whole sociology departments, will lead to more, or better, aircraft or computers being built. But unfortunately too many social democrats are more concerned to demonstrate their "moderation" than to defend the social conquests of the past. Contemporary social democracy is bereft of confidence in itself as well as of programmes for the future.

It would be nice, at this point, to quote the New Left, small and embattled though it is, as possessed of a comprehensive insight into the decay of capitalism in general, and of British capitalism in particular, and that, in consequence, it could offer a coherent and radical programme of revolutionary transformations, destroying the ancient fortresses of class privilege, overturning the secretive apparatuses of power, sweeping away callous and exploitative social relations, and liberating the productive energies of working people.

Unfortunately no such regenerative socialist programme yet exists. The best that can be said is that at least some of the preconditions for a new start, and for a more authentic socialism, have now been assembled. This brings me back to something fundamentally wrong with British institutions. But in the first instance the main beneficiaries of the abatement of traditional inhibitions and time-honoured self-reliance have been the former radicals but rather those whose outlook on the world was formed, at least in part, in reaction to student turbulence, and the heterodox opinions of the New Left.

In this respect the fate of the New Left in Britain has been happier than its counterparts in some other countries. In Eastern Europe the spirit of the "Prague Spring" is still subjected to a crippling persecution. In Western Europe the hopes of an opening to the left have petered out in a series of partly self-inflicted defeats (Portugal, 1975, France 1978, Italy during the abortive historic compromise). Of Europe's student or ex-student insurgency, sometimes led to the politics of self-expression or desperation, the fantasy world of the terrorist, or the delusions and self-indulgence of the mystical drop-out.

ment the quality of Marxist research and debate has steadily improved over the past few years. In the early and mid-1970s there was a danger that "Anglo-Marxism" would harden into some new dogmatic system, and that the style of one or another guru would achieve a stultifying monopoly. More recently there are signs that there is real intellectual engagement between different schools, different generations and between the "naïves" and the Francophile, or European, currents within "Anglo-Marxism".

One of the strengths of "Anglo-Marxism". In fact, the diversity of its sources. There are now few uncritical devotees of the various "Western Marxists," thinkers such as Lukács or Althusser, but this body of work remains a crucial reference point and source of ideas—perhaps especially the work of Gramsci. The work of an earlier generation of Marxist scholars, Edward Thompson, Christopher Hill, Raymond Williams and Eric Hobsbawm—is the subject of lively debate.

I have suggested the term "Anglo-Marxism" not because this phenomenon is exclusively English, or exclusively Marxist, but because the work to which I refer first appears in English, and is centrally preoccupied with problems that Marxism has identified. Among foreign scholars much of whose work has been first published in England were Robert Brenner, Jon Elster, Göran Therborn, and Ernesto Laclau. Though couched in terms of a Marxist discourse, recent socialist discussion questions almost been prepared for the coming of the hallowed canons of Marxist orthodoxy, from the law of value to the dialectic.

Having said this, however, I feel bound to point out that the most remarkable recent contributions by an "Anglo-Marxist" philosopher is a staunch defence of the first principle of historical materialism—namely, G. A. Cohen's *Karl Marx's Theory of History*.

"Anglo-Marxism" has benefited from the fact that it has not grown up in the shadow of a Communist Party, as in France or Italy. It has benefited from the fact that it has not been first published in any of the existing "workers' states". Dewey-eyed Maoism was noticeably less influential in Britain than in most other West European countries. Part of the explanation for this was the role played by the early "New Left" of the 1950s, and by the Trotskyist groups, in establishing a critique of Stalinism. The Anthony Blunt of the 1960s and 1970s have every chance to avoid the sorry fate of the world's most gifted interpreter of the art of Foucault, with its intriguing combination of sensuality and decorum, classicism and innovation.

The political "innocence" of "Anglo-Marxism" must be accounted its weakness as well as its strength. It is doubtless a healthy sign that many of its debates and preoccupations have so little bearing on immediate political issues.

a heavy price would certainly be paid for any narrow instrumentalism.

It should also be said that there have been some signs of a desire to tackle pressing political questions: this can be seen in Edward Thompson's recent interventions on the law and the state, in Raymond Williams' conclusions in *Politics and Letters* and in the fascinating exchange provoked by the publication of Eric Hobsbawm's article "Labour's March Hare" in the pages of *Marxism Today*, in which trade union militants, socialist academics and professional politicians all engaged.

But if the Left may be on the threshold of producing a "national Marxism" it has not yet concentrated on elaborating a global account of the crisis of British society, nor on forging a set of persuasive conclusions. It is true that there has been some discussion around the project of the Cambridge Alternative Economic Strategy by such Marxist economists as Bob Rowthorn, Geoff Hodgson and Andrew Glyn. The writings of Stuart Holland and of Ian Gough have broached major questions of policy and have stimulated some programmatically relevant debate. But so far there has been no concerted attempt by British Socialist or Marxist academics to bring their skills to bear upon the most urgent political questions. This is particularly surprising in view of the fact that the organized Labour movement is now more open to ideas from the Left than at any previous period in its history. Indeed it is a striking fact that works of Marxist theory receive more intelligent consideration in the pages of *Tribune* or *Labour Weekly* than they do in the literary pages of the London weeklies.

Tom Nairn, in one of the essays I referred to earlier, argued that the Fabian Society played a crucial role in shaping the Labour Party's brand of reformism. This was because of its uttermost practicality, and because the early Fabians formed a network of institutions which could organize and transmit their ideas (the society itself, *New Statesman*, the LSE). What "Anglo-Marxism" so far has uniformly lacks today is the political anchor achieved by the early Fabian Society. If it does not rise to level of producing some instrument of political intervention that can be as politically focused, and relevant, as this then it will be in grave danger of ending up as a footnote in British cultural history, a doomed aberration like those other avant garde movements which have been like comets over the British cultural firmament: the Hegelianism of the late nineteenth century, the aestheticism of the 1890s, or the modernism of the early twentieth century.

The author who was dismissed from the London School of Economics 10 years ago last May, is now managing editor of *New Left Review*.

A large, round cake with a white frosting border decorated with a rope-like pattern. On top of the cake is a detailed scene featuring a large, multi-story building with many windows. In front of the building are several vintage cars from the late 1960s. Ten lit candles are placed around the perimeter of the cake's top surface. The text "The Hatfield Polytechnic" is visible on the left side of the building scene.

The White Paper of 1966, *A Plan for Polytechnics and Other Colleges*, estimated some 70 institutions from the 30 polytechnics were to be formed by mergers (many more were to be added later), was the product of the highly conflicting objectives of the Government to control and to advance further education. It also a limited number of large colleges, the second aim, to build new courses, or broadly based, on the existing institutions, and to develop the further education, and to provide a comprehensive system of education for all social and

There has been close cooperation between the two groups for the most part of the system. The number of students at a full-time degree course has declined in non-degree courses and especially in part-time courses. The number of students might have been expected for this year to decline; if one adds that the number of professional institutions, especially in engineering, have closed their doors to the part-time students, it is hardly surprising that the number of long-established part-time courses have languished, and that the new courses have prospered on a part-time basis. It is sandwich pattern of education, in fact the polytechnic system, that has been the main reason for the decline in the number of students in the part-time system.

There are some negative features to be recorded, but in the continuing growth of the record of achievement over the last 10 years, the technical colleges in addition was not strong in library support, and it has been a major task to move forward in public sector institutions for large building programmes to be devoted to the provision of good library premises, and all

We have, as a group of institutions, perhaps devoted more intensity to the development of new part-time full-time courses than in extending the opportunities of part-time students. Innovation there has certainly been, but it is patchy. We have not exploited credit transfer as much as we could. We have not changed our patterns. And we have not had any more sense of the role of Higher Education in the

regretted their political departure from some early pioneer attempts and a few local peasants have been left to the Committee Directors to make for the polytechnics. This last CDP has done, publishing the *Handbook of Polytechnic Courses and Focus* and conducting from its tiny staff under a tireless leadership of Peter Hayward, a stream of invaluable statistics and information which could otherwise have lain untried. For the polytechnics it has been an exciting decade; there may yet be another like it, but we

General Synod would be both insensitive and unwise if it ignores such breadth and depth of feeling. It should, at once institute a full inquiry to find out whether its proposed programme of social and moral reform is what church people want.

More than 600 of the most distinguished men and women in Britain have now publicly said it is not, and they may well be no more than the tip of the iceberg.

It is far easier in the past few weeks' misconceptions have arisen, which need to be put right.

The people who signed the peti-

tion, "Church policy", so even Aungmye Thazan is ignorant.

We have looked on and listened with the Alternative Services. I am not enough to judge their interior. I am not to say they should be banned. Series 3 should be used where it can be proved that the Prayer Book prevents people worshipping devoutly and understanding the meaning of what they do. It is a mistake to underestimate the intelligence of the British churchgoers. A bishop told me recently people brought up in comprehension

averse to inheritance taxation.

More valuable than this is the IEA's general attack on the interventionist left, notably the social democratic camp. The IEA has asked whether rent control really has helped the poorest in society, which it has not. They have queried the extent to which the tax transfer system redistributes income.

There can be no doubt that the social democrats, simply because of the extent of their victories, have been complacent and have become intellectually flabby. It is for this reason above all that the political views reads all the IEA's publications. To say the least, the mental effort of spotting any mistakes, contradictions and unsupported assumptions is more interesting than doing crossword puzzles.

This is not intended to be patronising. It is genuinely important to elucidate the foundations of the free market.

standing of the forces dividing private enterprise free market activity from governmental controls and planning. Beyond that, old solutions to old problems may inhibit new solutions to new ones.

The best examples of this occur at the macroeconomic level. Now, at the IEA's sole, and, I think, like macroeconomics which it associates with Keynesianism which it likes even less. They seem to see a philosophical significance in the fact that the market system aggregates and neglects the individual. Also there seems to be an almost inextricable connection between macro-economics and macro-political policy and it certainly seems that some of the more extreme of their protagonists see the very slightest use of discretionary policy to avoid unemployment or mitigate inflation as the first step on the road to the Guleg Archipelago.

Of course, that is pure nonsense, varying in the case of one or two of the more extreme of their protagonists.

It is also no doubt that a lot of rubbish has been talked in the name of Keynesianism, and a lot of macroeconomic minds have remained closed for too long.

One other example of an area of discourse ignored by the IEA is the analysis of bureaucratic behaviour. More generally, they have been concerned to ask why governments act as they do, and especially why they do not follow the prescriptions of rationality. The answer lies partly in the workings of democracy and our electoral system. But it is also important to investigate the bureaucracy as a self-interesting institution. The IEA seems to join with the loony left in attributing the source of our troubles to faceless civil servants maximizing their own welfare. The chief difference is that the IEA needs no special argument of reaction, the other's source of totalitarianism.

The author is professor of economics at Queen Mary College, London.

It is easy, very easy, to demonstrate the literary and linguistic poverty of Series 3. The thing is written in a flat, flaccid, nerveless, bureaucratic prose more appropriate to the boardroom than the Church. That was inevitable. The Bishop of Durham, in his devastatingly revealing article in *Theology*, showed how it had to be a sad sequence of compromises and committee-consensus. It was the best they could do. The point is that their best is not good enough to replace Cranmer's. They should

We cannot think of ourselves alone. If the Prayer Book does not continue in regular use, and form a basic part of Confirmation training, future generations will be cut off from their inheritance. They will not have the right to choose because they will have nothing to choose between. In an age of rapidly changing values, customs and language Series 3 (with its 51,000 potential services) is essential if we are to offer a service which meets the needs of our people.

The decision is for the Church authorities themselves to make, and policy has been to favour "modern" versions: in most theological synods, in most Diocesan Synods, in Confirmation training. And it pressures us towards one direction, it is surely perfectly proper in the opposite direction. That is the point of petition.

But let it not be thought that petition is the end. We are urged all who care for the Author

able permutations of word and action) is already obsolete, and will need to be replaced by more relevant forms before long. We must not bemoan such a melancholy middle and miasma to our descendants. The Church needs continuity ever but as much as it needs change.

The unanimous opinion of senior church musicians and composers evidenced by the signatures to the Saint Cecilia Petition is a most powerful testimony. They state, "that the musical wealth of the churches is irreplaceable and that the Church is the only place where such discussions of latin

this repository is in danger. Anyone who has heard a BBC broadcast of Choral Ephemera will know what they mean. Everyone should heed their warning.

We are told that "if due process is not followed, but as in so many other spheres of life due process is seldom unaccompanied by "undue pressure". It is so in this case...A letter to *The Guardian* (November 20) from the Churchwarden in Notting Hill illustrates this concern. In the parochial church council discussions of latin

Version and the Book of Common Prayer to campaign actively for their retention in every parish. The petition itself, together with essays on the subject of Latin Choral Ephemera, is published in *PN* No. 13, entitled "Crisis for Church and King James", by Carfax Press, 330 Corn Exchange, Manchester A.

Brian M...

The author is Professor of English Literature at Sheffield University. Two more contributions to the

City

There is abundant evidence that in certain places Archdeacons have been sent out to encourage clergy to address the new liturgy in one cathedral or bishopric and fight for the right to use the Book of Common Prayer when he conducted a service. In every area where the decision is for the Church authorities themselves to favour the "modera" version: in most theological colleges, in meetings of Diocesan Synods, in Confirmation training. And it pressures is possible in one direction, it is surely possible in the other. In that direction, proper to the new direction, That is the point of contention.

But let it not be thought that petition is the end. We are urging all who care for the Authority

Version and the Book of Common Prayer to campaign actively for their retention in every parish. The petition itself, together with essays on the subject of liturgical reform, is published in *PN Review* No. 13, entitled "Crisis for Cranmer and King James", by Carter Press, 350, Corn Exchange, Manchester 4.

Brian Mo

The author is Professor of English Literature at Sheffield University. Two more contributions to the

Prayer will be published shortly

Stuart parliaments

José Harris

BOOKS

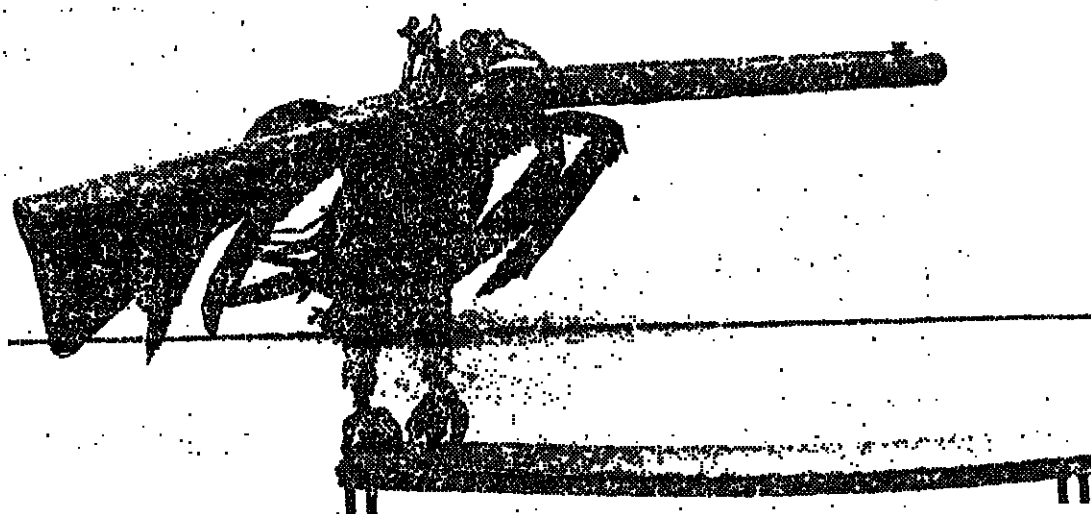
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"Fetch", a sculpture by George Wyllie, whose work can be seen in the exhibition Call of the Sea at the Talbot Rice Art Centre at the University of Edinburgh until December 15. "Fetch" is the artist's comment on blood sports.

Chair
Professor Maurice Craft, Goldsmith's University Institute of Education, has been appointed to the chair of education and the headship of the colleges divisions in the School of Education at the University of Nottingham from January, 1980.

Professor George S. Baln has been appointed successor to Professor Hugh Clogg as professor industrial relations at the University of Warwick. Professor Baln was previously director of the Industrial Relations Research Unit which is based at the university and funded by the Social Research Council. Professor Baln will take up the new position of professor of operational research at the University of Warwick from January 1, 1980. He is at present area chairman, management and technology, of the International Institute for Applied Systems Analysis, Schloss Laxenburg, Austria.

Professor Peter Abell, formerly professor and head of the sociology department at Birmingham University, has been appointed to the second chair in sociology in the sociology department of the University of Surrey.

Dr Harry McInnell, senior lecturer in community medicine at the University of Leeds, has been appointed to the chair and directorship of the Institute of Health Services. He will take up the post on January 1, 1980.

Francis James Coffield, senior lecturer in education in Keele has been appointed to the chair of education in the University of Durham from January 1, 1980.

Professor Thomas Harrison has been appointed to the chair of anatomy and the headship of the department of anatomy at the Queen's University of Belfast. Professor Harrison currently holds the second chair of anatomy.

Honorary degrees

City
The following have been awarded honorary degrees:

DSC: Sir Freddie Laker, chairman of Laker Airways; Sir Peter Gaden, Lord Mayor of London and chancellor of the university; Sir Ove Arup, the well-known consulting engineer; Dr A. H. von Engel, fellow emeritus of Keele College, Oxford; Sir Eric Richardson, former principal of Northampton Polytechnic.

Litt D: Lord Droghda, former chairman of the Financial Times and Governor of the Royal Ballet.

DCL: Lord Alport, retiring pro-chancellor of the university and deputy speaker in the House of Lords.

Reading
The following will be awarded an honorary degree on May 17: DSc: Professor G. Temple, professor emeritus and a honorary fellow of Queen's College, Oxford.

Forthcoming events

"Doing Chemistry by Colours" the 38th series of John H. Holmes Memorial Lectures will be delivered by Dr Alec Campbell, lecturer in the department of organic chemistry in the School of Chemistry at the University of New South Wales from January 8 to 10 inclusive. Subjects to be covered are as follows: Multicoloured Media; Red Ink and Green Pens; and From Gay Fawkes to Rembrandt.

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Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Grants

Bath
Architecture and building engineering—Professor E. Haywood in collaboration with Professor B. Harris—£15,000 from the Wolfson Foundation for the development of a range of stressed flexible structures.

Biological sciences—Professor P. J. Weitzman—£34,330 from the SRC for research into the structure and function of variant forms of citrate synthase and succinate dehydrogenase; Dr G. C. Lunt and K. Harrison—£25,000 from the MRC for research into the localisation and immunological characterisation of nicotinic cholinergic receptors in mammalian central nervous system; P. Thoday—£24,150 from the National Society for Mentally Handicapped Children for research in labour-intensive horticulture with the mentally handicapped; Dr J. Wheals—£16,135 from the SRC for research into coordination of growth and division in budding yeast *Saccharomyces cerevisiae*; Dr P. P. Rutherford—£12,197 from the Perry Foundation for research into the storage of oil; Dr K. G. Moore—£12,156 from the SRC for research into isolation and measurement of the properties of the primary membrane.

Chemical engineering—I. E. L. Leitch—£49,400 from the Wolfson Foundation to investigate a continuous process for edible bone protein. Engineering—Professor F. J. Winkler and Dr R. A. Way—£50,000 from the Wolfson Foundation to develop a diesel-based power plant system for heavy commercial vehicles; Professor F. Wallace and Dr R. A. Way—£35,500 from the SRC for research into diesel-type combustion studies; a cylindrical chamber with high flow; Professor D. E. Rowlands from the Department of Industry £20,000 for research into the effect of impendence tests on pump systems; Professor D. J. D. Lomax—£19,000 from the SRC for research into the effect of reinforced flexible hose on fluid-borne noise in hydraulic systems; Dr K. D. Logmore—£19,000 from the SRC for research into the effect of reinforced flexible hose on fluid-borne noise in hydraulic systems; Professor J. Gosling—£55,000 from the Ministry of Defence for an investigation into low bit-rate time encoded speech channel.

Biological Sciences—Dr J. A. Raven—£21,200 from the SRC to conduct investigation into oxidative phosphorylation in higher plants using stable isotopes of carbon and oxygen; Professor W. D. P. Stewart—£16,500 from the SRC to assist his research into the function of cyanobacteria; Dr J. E. Weyers—£27,676 from the SRC in connection with his research into acid and stomatal movements in water stress.

Anatomy—Dr I. H. M. Smart—£21,200 from the MRC in connection with a quantitative study of the growth of the cerebral areas of hippocampus and amygdala.

Physics—Professor W. E. Spear and Dr P. G. Le Comber—£31,645 from the SRC in connection with their research into transport properties and properties of doped amorphous silicon; Professor K. J. Standley, Dr B. A. H. Jones and Dr A. D. Cooke—£26,625 from the SRC in connection with their research into spinwave relaxation mechanisms in polycrystalline yttrium iron garnet.

Warwick
Lecturers: Dr A. P. Boldy (engineering); Dr T. J. Brignall (industrial and business studies); R. E. Buckley and Dr A. G. Collis (computer science); R. H. M. Burridge (law); Dr R. W. Dyer (joint school of film and literature); Dr D. E. Evans and Dr B. P. O'Malley (pharmacology and physiology); Dr E. F. Evans (auditory physiology); Dr E. F. Evans (auditory physiology).

Open University
Personal readers, promotions: Charles Henry Emeleus (geology); William Corner (physics); Lecturers: Reginald Brown (business school); Michael Byram (education); William M. Rees (law); Howell Harris (modern history); David Byrne (social policy and administration); Adrian Thomas (computing); Terence Webb (organizational behaviour in the business school); David Fuller (English studies); Avril Sokolov (Russian); Resident tutor at St Mary's College and part-time lecturer in psychology; Hazel Carr Emaline, Resident tutor at Trevelyan College and part-time lecturer in English; Anna Spackman, Addison Wheeler fellow in the department of psychology; Laurence Harris.

Edinburgh
Senior lecturers: R. A. Minns (child and health); D. Simpson (clinical chemistry); R. S. H. Girwood (director, legal practice unit—temporary); J. Krieger (medical radiology, temporary—part-time); J. V. Seames (oral medicine and oral pathology); Dr R. Macmillan (oral surgery, temporary); H. M. Gilmour (pathology). Lecturers: M. R. Turner (agriculture—temporary); J. V. Sender (agriculture—temporary); Miss E. J. Glass (child life and health—temporary); J. V. Sender (agriculture—temporary); Miss A. Naysmith (clinical surgery); S. J. Nixon and A. G. Wise (clinical surgery—temporary); D. A. Britton (English language); T. D. Johnston (English literature—part-time); J. F. Blyth (forestry and natural resources); T. A. Uwin and M. S. Weatherill (French, temporary); J. C. Forfar (cardiology); C. M. Peck (medicine); L. G. Tucker and Mrs V. H. Van Someren (medicine—temporary); J. B. Hutson (oral medicine and oral pathology—temporary); P. Stuart (orthodontics); Dr Margaret Whitmore (orthopaedic surgery, part-time); Miss C. Buchanan (pathology); D. J. L. Moloney (pathology—temporary); P. L. R. Andrews (physiology); N. G. Laing (physiology, temporary); J. Marland (Political Science); C. J. Gillard (psychiatry); R. H. Macdonald (radiotherapy); W. L. Keenan (Russian); M. A. Griffiths, A. J. Maclean, B. L. McQueen, K. G. Reid and C. Tyre (Scotts Law); S. Asquith and Mrs S. Hunter (social administration); E. G. Hughes (urban design and regional planning—temporary).

University of Kent
Emeritus professor of physical chemistry, conformation of the title: Dr E. F. Caidin. Personal chair of English literature, conformation of the title: T. A. M. Lewis. Reader, conformation of the title: Dr J. K. Kumar (sociology). Senior lecturer: J. N. Adams (law). Lecturers: A. R. Penman (drama); D. Zancan (Italian); A. Lodola (biology); P. A. Davies (electronics); M. R. J. Knapp (economics); Tutorial fellows: H. G. Wildman (biology); R. M. Vogel (electronics).

St Andrews
Personal professors: P. J. Brascombe (Austrian studies); Dr Augusto Serafini-Fracassini (biochemistry). Readers: Dr Christine M. Crow and A. B. Hunt (zoology). Senior lecturers: J. L. S. Cobb (zoology); Dr W. H. Jackson (German); R. S. May (economics); Dr P. C. Riedl (physics).

University College at Buckingham
The principal, Professor Max Boloff, will retire at the end of the current year. The new principal, Professor Alan T. Peacock, will take over on January 1, 1980.

General
Professor Ben Roberts has been appointed member of the Council of the Advisory, Conciliation and Arbitration Service. Councillor Miss Elizabeth Carnogly, governor of the University of the West of England Regional Council has been appointed to serve on the Manpower Services Commission.

Arts Council OF GREAT BRITAIN

Creative Writing Fellowships 1980/81

A limited number of grants will be available to universities, polytechnics and other educational institutions in England for the establishment of Creative Writing Fellowships (tenable by practising novelists and poets during the academic year 1980/81). A prospectus for institutions is available from Josephine Falk, Arts Council of Great Britain, Literature Department, 8 Long Acre, London WC2E 9LH.

Closing date for applications: February 1, 1980

Council for Academic Freedom and Democracy

The Annual General Meeting will be held at the University of London on Wednesday 27th March 1980 at 6.30 pm. The meeting will be followed by a discussion of academic freedom and democracy, moderated by Dr Tony Blair.

The first four special books of the Times Higher Education Supplement 1980 are: Economics (1), History (1), Sociology (1), English (1).

Classified Advertisements Index

Appointments vacant
Universities
Fellowships & Studentships
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges of Education
Colleges of Further Education

Colleges and Institutes of Higher Education
Colleges and Departments of Art
Research Posts
Administration Overseas
Adult Education
Librarians
General Vacancies

Official Appointments
Appointments wanted
Other classifications
Awards
Announcements
Exhibitions
Personal
Courses
Holidays and Accommodation

Universities



SENIOR APPOINTMENTS TO BE FILLED IN 1980 AS A RESULT OF NEW DEVELOPMENTS, TOGETHER WITH TRANSFERS AND RETIREMENTS

REGIUS CHAIR of GREEK (1761)	UNIVERSITY CHAIR of BOTANY (1711)	LECKY CHAIR of MEDIEVAL HISTORY (1913)
CHAIRS OF ENGINEERING SCIENCE (1980)	ELECTRICAL ELECTRICAL ENGINEERING	CHAIR OF PHARMACOLOGY (1980)
MECHANICAL INDUSTRIAL ENGINEERING	CHAIR of PAEDIATRICS (1960)	within the SCHOOL OF PHARMACY

Each post has been, or will be, separately advertised. Interested persons may obtain further information from the Secretary to the College, Mr. G. H. H. Giltup, Trinity College, Dublin 2. Telephone 772941, extension 1123.

CANADA UNIVERSITY OF ALBERTA Edmonton, Canada T6G 2G6 DEPARTMENT OF OCCUPATIONAL STUDIES MALES interested in research in relation to the occupational studies of biological sciences. HOBBE THE UNIVERSITY OF DEPARTMENT OF LANGUAGE AND LITERATURE The department is in the process of recruiting a lecturer in the field of English literature. THE UNIVERSITY OF The department is in the process of recruiting a lecturer in the field of English literature.	LIVERPOOL THE UNIVERSITY OF SCHOOL OF BUSINESS STUDIES LECTURERSHIP IN BUSINESS ORGANIZATION Applications are invited from experienced business managers to fill the post of lecturer in business organization. The post holder will be responsible for the teaching and supervision of students in the field of business organization. The post holder will also be responsible for the development of the department's research programme in business organization.	NEW ZEALAND UNIVERSITY OF CANTERBURY Christchurch CHAIR OF ENGLISH Applications are invited for the post of lecturer in English literature. The post holder will be responsible for the teaching and supervision of students in the field of English literature. The post holder will also be responsible for the development of the department's research programme in English literature.	NEW ZEALAND UNIVERSITY OF WAIKATO Hamilton LECTURERSHIP IN HUMANITIES (ACCOUNTING) The University wishes to recruit a lecturer in accounting. The post holder will be responsible for the teaching and supervision of students in the field of accounting. The post holder will also be responsible for the development of the department's research programme in accounting.	SURREY THIS UNIVERSITY ASSISTANT SECRETARY Applications are invited for the post of assistant secretary. The post holder will be responsible for the day-to-day running of the university's administrative services. The post holder will also be responsible for the development of the university's administrative services.	THE OPEN UNIVERSITY SCHOOL OF TECHNOLOGY The School of Technology wishes to recruit a lecturer in the field of technology. The post holder will be responsible for the teaching and supervision of students in the field of technology. The post holder will also be responsible for the development of the school's research programme in technology.
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Universities continued

THE AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited from suitably qualified persons for appointment to the following positions:

RESEARCH SCHOOL OF SOCIAL SCIENCES
PROFESSORIAL FELLOW OR PROFESSOR
DEPARTMENT OF PHILOSOPHY

A vacancy in the Department of Philosophy, Research School of Social Sciences, arises as a result of the retirement of Professor J. A. Passmore at the end of 1979. The University seeks to appoint a Professorial Fellow, but authority has been given to fill the post at the level of Professor, if a sufficiently highly qualified applicant is found. The vacancy is for a scholar primarily interested in philosophical problems arising in the social sciences.

CLOSING DATE: 15 JANUARY 1980.

FACULTY OF ECONOMICS
LECTURER/SENIOR LECTURER
DEPARTMENT OF ECONOMICS

Applications are sought in several areas of economics including development economics, monetary and macroeconomics, international trade and mathematical economics. It is anticipated that there will be other areas of specialisation which will also be considered; applicants' backgrounds may be applied and/or theoretical. The successful applicant will be required to take up duty in the latter half of 1980 or early 1981.

CLOSING DATE: 28 FEBRUARY 1980

SALARIES: Salary on appointment will be in accordance with qualifications and experience as follows: Professor: \$43,119; Senior Lecturer: \$33,886; Lecturer: \$16,291-\$24,140; Senior Lecturer: \$29,158-\$42,577 per annum, depending on qualifications and experience. **OTHER CONDITIONS:** Reasonable appointment expenses are paid. Superannuation benefits are available for applicants who are eligible to contribute. Assistance with finding accommodation is provided for an appointee from outside Canberra. The University reserves the right not to make an appointment or to make an appointment by invitation at any time. Prospective applicants should first obtain further particulars from the Association of Commonwealth Universities (App.), 38 Gordon Square, London WC1H 0PF.



UNIVERSITY OF STRATHCLYDE

Principal and Vice-Chancellor

The Court of the University is proceeding in consultation with the Senate of the University to consider the appointment of a Principal and Vice-Chancellor to succeed Sir Samuel C. Curran, DL MA PhD DSc LLD Scd FRSE, the first holder of that office, who will retire on 30 September 1980. The Chairman of Court, Sir John Atwell, CBE MSc LLD CEng, will welcome enquiries from interested persons and suggestions of persons who might be interested.

Enquiries and suggestions should be addressed to:-

The Chairman of Court, Office of the Registrar, University of Strathclyde, Royal College, 264 George Street, Glasgow, G1 1KW, by late January 1980.

Particulars and further information can be obtained from the Registrar.

UNIVERSITY OF DUBLIN
Trinity College

UNIVERSITY CHAIR OF BOTANY (1711)

This Chair will fall vacant on 1st October, 1980, when Professor W. A. Watts, at his own request, transfers to a Personal Chair.

Further particulars of the post may be obtained from:-

Mr. G. H. Giltrap, Secretary to the College, West Theatre, Trinity College, Dublin 2.

to whom completed applications should be sent preferably by Friday, 25th January, 1980.

BRUNEL UNIVERSITY

SHOREDITCH COLLEGE will merge with the University on August 1, 1980. The University will then assume responsibility for teaching training courses and postgraduate work in arts, design and technology.

Applications are invited for the post of

Professor and First Head of the New
Department of Design Technology

able to open as possible.

Details in the professional range, subject to individual

Further details are available from Establishment Secretary

for further details contact Mrs. J. M. 304, or tele

phone 0181-607188, extension 43.

The closing date for applications is January 6, 1980.

UNIVERSITY OF DUNDEE

DEPARTMENT OF CIVIL ENGINEERING

Applications are invited from suitably qualified candidates for two posts of

LECTURER IN CIVIL ENGINEERING

located in the above department. There are currently 13 members of academic staff with interests covering most areas of civil engineering. The additional two lecturers may have specialised in any branch of civil engineering but one of them should have expertise in structural analysis and possibly, numerical techniques. It is intended that one or both of the candidates should have wide practical experience in design of construction.

The appointments are permanent and the initial salary attached to them will be at an appropriate point on the lecturers scale (current maximum £2,992 and at present under review). Superannuation under USS. Grant towards removal expenses to Dundee.

Applications (ask copies: applicants currently resident overseas: one copy) containing details of age, qualifications and experience, and the names of three referees and quoting Reference ES/80/78 G, should be lodged by 12th January 1980 with the Secretary, The University, Dundee DD1 4HN, from whom further particulars are available.

UNIVERSITY OF DUBLIN
Trinity College

LECKY CHAIR OF HISTORY

This Chair will fall vacant on 1st October, 1980, following retirement of the present holder, Professor A. J. Otway-Rutten.

Further particulars may be obtained from:-

Mr. C. H. Giltrap, Secretary to the College, West Theatre, Trinity College, Dublin 2. Tel. 772941, Ext. 1123

to whom completed applications should be sent preferably by Friday, 25th January, 1980.

St. Antony's College,
OXFORD

Applications are invited from men and women graduates, and from undergraduates in their first year, who wish to work for a higher degree or postgraduate diploma. The College specialises in the social sciences, modern history and the humanities. It has particular interest in the following areas: Western Europe, Russia and Eastern Europe, the Middle East and the Maghreb, Africa, the Far East and the Pacific, South Asia, Latin America and the Caribbean. It also admits students working on the politics and history of Britain and the U.S.A. An applicant should normally have a first degree in one of the following subjects: history, politics, economics, languages and literature, geography, social anthropology. Graduates with first degrees in other disciplines may also apply if their proposed research relates to the areas of interest. Further particulars and application forms may be obtained from the Tutor for Admissions, St. Antony's College, Oxford. The closing date for applications is 31 January, 1980, but later applications may be considered.

UNIVERSITY OF PAPUA
NEW GUINEA
(Port Moresby)

Applications are invited for the following posts:-

(1) LECTURER/SENIOR LECTURER IN PSYCHOLOGY. Applicants should have a strong background in general psychology, mental psychology and research design, and a minimum of two years' experience in teaching and research. The successful candidate will be expected to teach and supervise research. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

(2) LECTURER/SENIOR LECTURER IN LAW. The Faculty of Law is seeking a Lecturer in Law. The successful candidate will be expected to teach and supervise research. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

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INFORMATION
SCIENTIST

Applications are invited for the post of Information Scientist to manage the Particle Science and Technology Information Service within the University's Department of Chemical Engineering. In particular to provide a monthly information journal. The successful candidate will have a first degree in a relevant subject, a minimum of two years' experience in information science, and a minimum of two years' experience in the use of a computer. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

Further details and application forms may be obtained from the Secretary, The University, Loughborough, Leicestershire.

DESIGN
EDUCATION

Applications are invited for the post of Design Education Officer in the Department of Design. The successful candidate will have a first degree in a relevant subject, a minimum of two years' experience in design education, and a minimum of two years' experience in the use of a computer. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

Further details and application forms may be obtained from the Secretary, The University, Loughborough, Leicestershire.

Polytechnics

NEWCASTLE-UPON-TYNE
POLYTECHNICHEAD OF SCHOOL OF
ECONOMICS

Applications are invited for this important new post which arises as a result of Polytechnic reorganisation. The responsibilities involve the promotion and oversight of staff and subject developments, and research of a group of up to 20 economists. The School of Economics is responsible for a range of courses including a BA(Hons) Economics degree, and various teaching into a number of areas such as Business, Management, Government, Law and Accountancy. Applicants should be well qualified academically and have good experience of relevant teaching and research. The appointee will be eligible for the title of Professor if his/her national reputation so warrants.

Burnham F.E. Head of Department, Grade IV: 28685-28702, plus 572 salary supplement per annum.

For further details and application form, returnable by 21st December, 1979, please send a stamped addressed foolscap envelope to the Personnel Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

Salary will be within the Burnham Further Education Group 3 Principal equivalent. A house will be provided.

Further information and details about Ellison Hall International, together with application forms, can be obtained from the Director of Education (Ref DLT), (telephone Nottingham 0822-863366, extension 3851), Education Department, at County Hall, Closing date for applications: December 21, 1979. Please quote reference 300.

Nottinghamshire County Council

County Hall, Nottingham

Nottingham N6 7RD

OXFORD POLYTECHNIC

Lecturers II or Senior Lecturers in the Department of Engineering

We have vacancies for two lecturers to join a team of Mechanical and Electrical Engineers. The successful candidate will have a first degree in a relevant subject, a minimum of two years' experience in teaching and research, and a minimum of two years' experience in the use of a computer. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

Further details and application forms may be obtained from the Secretary, The University, Oxford.

(1) LECTURER/SENIOR LECTURER IN PSYCHOLOGY. Applicants should have a strong background in general psychology, mental psychology and research design, and a minimum of two years' experience in teaching and research. The successful candidate will be expected to teach and supervise research. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

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Polytechnics
continued

PRESTON

Applications are invited for the following appointments:-

LECTURER II IN PLANNING ECONOMICS

Salary: £3,034 to £7,633

Applications are invited for the post of Lecturer II in the Planning Economics Department. The successful candidate will have a first degree in a relevant subject, a minimum of two years' experience in planning economics, and a minimum of two years' experience in the use of a computer. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

Further details and application forms may be obtained from the Secretary, The University, Preston.

(1) LECTURER/SENIOR LECTURER IN PSYCHOLOGY. Applicants should have a strong background in general psychology, mental psychology and research design, and a minimum of two years' experience in teaching and research. The successful candidate will be expected to teach and supervise research. The salary will be in accordance with the University scale. Closing date: 16 February 1980.

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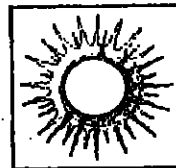
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(49) LECTURER/



PRINCIPAL OF THE WESTERN AUSTRALIAN ACADEMY OF PERFORMING ARTS

MOUNT LAWLEY COLLEGE OF ADVANCED EDUCATION

The State Government of Western Australia has directed the Mount Lawley College to establish the Western Australian Academy of Performing Arts.

The Mount Lawley College of Advanced Education is situated in Perth, capital of Western Australia. Currently student enrolments number 2000 and the College is now beginning to assume a community college role. It has Schools of Teacher Education and General Studies. The Academy will have its administrative centre and some teaching facilities at the Mount Lawley campus but it is intended that practical classes will be held at appropriate venues and at institutions cooperating with the Academy's programmes. Initially students will be enrolled to undertake courses of one or more years' duration leading to awards of the Academy. In 1980 the first course will be for Teachers of Music.

The initial responsibility of the Academy of Performing Arts will be for Music Studies. These will be directed to training students of Music in performance and production aspects. The Academy will also offer a later date substantial course in Drama, Dance and Media. It should be noted that in the Music Studies area emphasis will be placed on performance in both instrumental and vocal areas.

The Principal of the Academy will be responsible for academic and administrative leadership and course

development. Applicants should have appropriate academic qualifications and an outstanding record of teaching and/or performance in one or more of the areas of Music, Drama, Dance, Film and Television. Evidence of excellence in contributing to the development of the Arts is necessary. Community courses will be a significant component of the Academy's operation.

Salary and Contract
The successful applicant will be appointed on a salary range between \$28,844-\$34,119 according to qualifications and experience. Terms of appointment will be subject to negotiation. Conditions of service are in accordance with those existing in the Australian tertiary education sector.

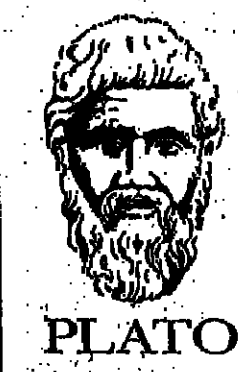
Removal and settling-in allowances are available. APPLICATIONS

For further information please contact
The Director
Mount Lawley College of Advanced Education
2 Bradford Street
MOUNT LAWLEY 6050
Western Australia
Telephone (08) 271 9311

Applications should be sent to the above address by January 31, 1980 and should include the names of three referees.

General Vacancies continued

Could you solve education and training problems with the assistance of Plato?



PLATO is the new revolutionary computer based education service recently launched in the United Kingdom by Control Data Limited, one of the leading international computer companies.

The PLATO system is a radical departure from traditional learning methods and is anticipated to have a major impact in education and training for business and industry; PLATO provides individualised instruction via an interactive computer terminal which allows students to learn at their own pace.

During 1980 Control Data are committed to opening a number of learning centres in the UK, using this technique. In order to realise the market potential for the PLATO system the following opportunities exist for articulate and creative individuals to form a broadly based team of consultants and sales support analysts, who will be located in Central London.

These appointments offer outstanding career opportunities and an exciting challenge in what must be the most advanced application of high technology for use in the vocational, education and training fields:

Consultants (Ref 9113) c. £9,000

Your responsibility will be to provide consulting services in the total field of educational technology. You could be in commerce, industry or education, but you must have experience in the design of education and training programmes involving the use of multi-media techniques.

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Following the initial contact by the Sales team your task will be to analyse potential customers training and development needs and to demonstrate how the PLATO system can be effectively applied. Ideally you will already have experience in a training environment, but the positions could also be of interest to recent graduates.

If you believe you have the necessary drive and enthusiasm to share in the success of this system, then write or better still telephone for an application form quoting the appropriate reference number to G. M. Simms:

AMC Selection

Recruitment Consultants
15 Borough High Street, London SE1 8SL
Tel: 01-403 0924 or 01-403 0813

Overseas

THE BRITISH COUNCIL, Overseas Applications for the following posts:

LECTURER IN COMPUTER SCIENCE

Switzerland

Government of Switzerland Training Centre, Biel

To set up a new computer training centre in Biel, the British Council is seeking a Lecturer in Computer Science.

Qualifications: Degree, in Computer Science, with a minimum of five years' experience in the field.

Salary: £10,000-£12,000 per annum, plus pension and other benefits.

Free travel and accommodation, plus medical insurance.

Further information: Dr. J. H. G. Jones, British Council, 100, Strand, London WC2R 0AL.

Applications should be sent to the above address by January 31, 1980.

For further information please contact

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Union view

Inheritance of the 20-year-olds

Familiar chants of "Maggie Out" marked student protest in 1971, are once again to be heard in the streets of Britain. Fortunately, the National Union of Students and its members are more sophisticated than in the early days of the decade when Mrs Thatcher was Secretary of State for Education. Now we need to be more effective than ever to attract public support for developing post-school education, while defending existing provision.

Dr Rhodes Boyson describes student reaction to economic increases in fees as a knee-jerk reaction to the Left. One is tempted to conclude that the church leaders and vice-chancellors who speak out against fee rises are probably all Socialists. Workers' Party views. The absurdity of such a view is easy for Dr Boyson. It allows him to ignore the isolation that this Government has suffered over its decisions on fees, which has even been criticized in a leader of the rejuvenated Times.

But it is not only this decision which has turned the Tory election victory sour for British students. Mrs Thatcher campaigned for a radical change of Government, a break with the dead hand of political conservatism. Her words of individual freedom and an end to state interference and bureaucracy, and her commitment to tax cuts and monetarism, were at least clear and attractive to some. But the monetarist policy has already begun to fail. Public expenditure, except on law and order, will be slashed without any overall reduction in taxes.

Inflation is rising, teachers are worried about their job security, school leavers face the prospect of permanent unemployment and undergraduates fear that they will have wasted three years and found no job. Tory governments are not the students' Aunt Sally. Many Conservatives are greatly impressed by the standards reached in A level.

When the N and F five-subject scheme for the sixth form was being approved, the Conservative Party issue was what this hot pot was costing in terms of general education. For some it was hardly worth discussion, so that the whole idea was written off as a dead duck from the start. For those who did discuss it, it was a sizzling duck, so to say, new proposal in universities. But when it was realized how much actually had changed in the sixth form it became possible to argue that it was a sizzling duck, so to say, new proposal in universities. But when it was realized how much actually had changed in the sixth form it became possible to argue that it was a sizzling duck, so to say, new proposal in universities.

I am not sure what moral to draw from this anecdote but in an obscure way it helps in the business of keeping a sense of proportion about examinations. Incidentally, my friend did get a first—and obviously justice was done because it was the first step in a career of great distinction.

Let us by all means have a pinch of salt with our examinations, especially since no other country in Europe is quite so obsessed about them. But at the same time we should not forget that no other country has such specialized study after the age of 16 or such an arduous honours degree. These different varieties of uniqueness are not coincidental but delicately interdependent.

So while few teachers relish the thought that young people's lives are dominated by examination pressure, most would probably see a good deal at stake when changes are proposed.

The corresponding worries in the universities are based on a different theory: if O level goes, it will be impossible to sustain A level; if A level drops in standard, so will the quality of degrees; and the last domino is marked "International Education".

The question of international education is becoming more and more pertinent. There are many in universities who maintain that things are too just get away with it in the EEC. For instance, some engineers think they do Germany. But on the other hand, it is not doubt about the head of which our boys and girls have when they complete their sixth-form work: professors on the Continent

are very sympathetic towards us and keen to promote our interests. The difference between this Government and the Callaghan or Heath regimes is its refusal to listen to informed public opinion, unless it conforms (as in the case of pressure from the Tory back benches on immigration) with its own prejudices.

Mrs Thatcher's single-mindedness compares only with that of Albania's Enver Hoxha or Ayatollah in his disregard for reality. She may gain much satisfaction in bulldozing through policies now, but the Iron Maiden and her long-term consequences of her actions. It is those in their twenties and below who will reap the inheritance of the economic depression, political division and the collapse of our public services.

Three decisions on social policy particularly mark the deeply reactionary nature of this Government. First, the ending of the passage of the Corrie Bill will severely limit the right of women to have abortions. What price the individual's freedom of choice when Mrs Thatcher makes it clear that she

expenditure is about rights and equality; an equal right of access to education, the right to work, the right to universally available health care. It forms part of a fair and just society—much more so than massive expenditure on arms.

At the same time, the quality of the education system is not just about the amount of resources we put in. It is also about the democratic control, flexibility and equality of access. That is why we argue for a properly resourced system, with more opportunities for those who are now shut out: women, blacks, mature students and working people wanting to study part-time. This, we believe, is the way to make public spending worthwhile, not by reducing funding to create an exclusive and elitist system for white middle-class males.

In this long-term objective, we believe that many people share our views and the wide spectrum of interests, including trades unions, college authorities, parents and community organizations, can be welded into a grand coalition against the Government's plans. For example, an overseas student who has made and continues to make a valuable contribution to the university cause with the vice-chancellors.

The second thrust of our strategy is a cautionary one: We may not achieve the change of public opinion we seek before the education system is completely wrecked. That means a defensive battle to maintain standards and resources on every front.

For some unions this means jobs. For us, the consumers, it means the quality of teaching facilities and the educational environment. In all cases we intend to make the implementation of the Government's run-down of our institutions as difficult as possible.

At every step of the road, on every decision, we intend to try to draw blood and win a few more supporters to our side.

Our conference this weekend will be one more platform for the student movement to air its views, not arid or extreme positions, but an iron determination to stop the erosion of our education system by Mrs Thatcher and her axemen.

Trevor Phillips

The author is president of the National Union of Students.

Taking exams with a (small) pinch of salt

I have a friend who, on presenting himself for a viva at Oxford, was greeted urbanely as follows: "Ah, Mr —, do sit down... We have read through all your papers very carefully, and decided upon the mark of alpha/delta."

I am not sure what moral to draw from this anecdote but in an obscure way it helps in the business of keeping a sense of proportion about examinations. Incidentally, my friend did get a first—and obviously justice was done because it was the first step in a career of great distinction.

Let us by all means have a pinch of salt with our examinations, especially since no other country in Europe is quite so obsessed about them. But at the same time we should not forget that no other country has such specialized study after the age of 16 or such an arduous honours degree. These different varieties of uniqueness are not coincidental but delicately interdependent.

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"Minimal Core Syllabus for A Level Mathematics". Finally came the setting up of the Cockcroft inquiry. This, and similar developments in other subjects, will have taken us a good way along the road to the early days of the Butler and Brailmont working parties. Agreement on common elements is tempering the variety of syllabus development.

But what really has reduced the price that we pay for our highly specialized sixth-form curriculum in terms of general education? It may be giving us scientists and engineers with an awareness of environmental problems, but what about the ability to speak foreign languages? What about the numeracy and scientific understanding of the boys and girls on the arts side?

This was, of course, one of the most surprising prospects in N and F, and to many it came as a surprise that there was no proposal to actually oblige young people to cross the snow line and experience two cultures in the sixth form. But very time has passed along the road, and there was at least some evidence during the N and F debate to suggest that in any case a good many young people would voluntarily choose a more balanced curriculum if the system made it possible.

As someone of other of eminence once said, when a thing ceases to be forbidden it does not follow that it should become compulsory. A framework which made a wider choice possible at all would be a significant step forward.

We now know that this framework will not be N and F. Instead there will be a strong vote of confidence in A level, and a few other less radical ways in which it could be made attractive to scientists to keep up a foreign language arts specialists to keep some mathematics and science going.

It would be gratifying to imagine that the schools could achieve this on their own without the help of the new "intermediate level" suggested. But I doubt it would be realistic. The pinch of salt with which we take sixth-form examinations is a pretty small one.

Arthur Hearnden

The author is secretary of the Students' Conference in University Entrance.

Don's diary

Day One

"Have a nice holiday, son..." said the taxi driver, as he gave me 50p change from £2 for a half-mile trip to the airport. In our five minutes acquaintance I had told him I was going to a conference in Germany to read a paper... immediately rephrased to "to talk to..." He was clearly unimpressed by my mission; his farewell was at least friendly.

I do not doubt that as he drove his new Princess back into town, he was thinking what an easy life university types have. Leaving the rain for the pleasures of Germany I was not quite so sure. I suppose I had received £90 from the university as a contribution to my costs. I should not be unhappy. However, with less than £40 to live on and a week on the Continent, I doubt if it will be this year that I change my car.

Day Two

I am taking part in a symposium in Aachen along with a colleague from Britain and a number of delegates from other countries. The UK delegation decided to drive (from Birmingham) to cut costs. Both of us have had quite a hassle to find enough "foreign travel funds" to meet our costs. If it had not been for the conference organizers generously waiving a steep registration fee, our potential penalty would have been even greater. Indeed the conference organizers responded very quickly to a pleading letter about the difficulty of finding the registration fee; so quickly that it seemed he may have been expecting the UK delegates to plead poverty.

Getting foreign travel money requires two things. First, an ability to predict at least 18 months in advance that one is giving a paper or taking part in a meeting. Second, an understanding of the manager who realizes that, when one says "I'm hoping to be reimbursed soon...", a month after the conference, it means that the overdraft should disappear, eventually.

To achieve the former one has to be able to project work one year ahead (along with family holidays, teaching commitments, etc.). One can understand why it takes time to get money—the timing of financial years, the uncertainty of cash flow from trust investments, etc. But it does not help one to plan with any certainty. Still, one is led to believe that a high tolerance of ambiguity is a necessary feature in a successful academic.

For the latter, practice at coming through the green stream of United Kingdom customs with all the Hogmanay drink hidden in a briefcase. In other words, a brass neck.

My lunch time was more motored than I hoped. I arrived in Aachen; a city the tourist brochure tells us... "is a place of pilgrimages in past centuries and a recognized centre of healing with clinics and baths".

It seems that we have been preceded to Aachen by Charlemagne, Gagliostro, Casanova and Churchill, to name but a few. Our conference venue turns out to be adjacent to the casino; I know now what a colleague meant when he said...

Conferences abroad are a bit of a gamble aren't they? I have only £90 to cover costs.

Day Three

There are over 300 papers on offer to the conference participants. My copy of the papers arrived two months ago, in a parcel that my colleague said "weighed a ton". Actually it was four volumes of papers about five inches thick. This in itself may not seem too strange, but the conference format assumes in advance...

I am generously allocated five minutes to summarize my paper (it took me one week to write it).

After my co-symposiasts have spent similar time, symposiasts and delegates discuss the "general underlying themes". I did my homework in advance; well at least I noted the papers I should read and skimmed through one or two others.

With four parallel symposia and two workshops, we are pleased when we gather at 13 am to find about 30 interested individuals. It looks as if we may have a useful discussion. However, it appears that few if any of the delegates have read the papers and one of the other symposiasts decided he submitted the wrong paper, so he raps through a new one in seven minutes (this includes about ten tables). At the end of the session we agree, just as Dr Johnson said about the Cliffs of Gullferry, "... it was worth seeing, but not worth while going to see"; our session was a little "limp". Indeed we all agree, perhaps too readily, that after all the main point of conferences is not the papers, but the informal contacts.

So what about contracts? I have had two German delegates button-hole me and request some of my time to discuss my paper. They are arranged and our discussions take place; in English of course! My colleagues speak excellent English and have a command of not only social phrases but technical terms and academic jargon.

I experience two frustrations. One is the tendency to simplify or trivialize some of the arguments in order to make communication easier. I find myself all too readily agreeing with a point, instead of arguing all depends... While language is not a barrier, it is a filter that lets only the essence of the argument pass and not the subtlety.

The second frustration of that of thinking about work from breakfast till supper. I rationalize this guilt feeling by saying that heat dulls the senses and thinking is harder. Despite the reservations about the informal contacts I find myself noting down useful points. When I follow them up back in the United Kingdom.

We are on our way home. There is no rush to get back; I can guess that my pigeonhole in the office is starting to bulge with "little jobs". We stop in a small French village en route and have enormous sandwiches. The trick, we have discovered from previous forays across the Channel, is to go to the butcher's shop and buy the sandwich; then go across the street to the cafe and buy a cup of chocolate.

As we are driving home, two familiar figures pass by on the other side of the road. They must be language assistants. You can tell these refugees from our academic world as they saunter along, looking very British yet strangely at home. Each year some 1,500 such ambassadors go to Europe from the United Kingdom. They teach or take language classes.

Having spent some time over the past few years following how they got on, I find it easy to see why our Common Market colleagues have such curious ideas about us British. In particular no Scottish language assistant can get away from life school without at least one public lecture on "The Kill Nationalism and the Haggis" to bemused and bewildered Europeans. I wonder just what the villagers in this off-hor-beaten-track part of France really think about two "professors" cutting pâté sandwiches and chocolate in the middle of the afternoon. It is about time we left for Aachen.

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Ray McAleese

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Jerusalem: a timeless image



tears. He suddenly found himself in a place that belonged to him. This for the first time was his; he was no stranger, no outcast. He had come home.